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Evaluation Management for Secondary Schools Learning of Manado City, North Sulawesi, Indonesia

ABSTRACT: *The assessment instrument formula is a product of the form of evaluation produced by the subjects of the subjects to achieve the learning objectives of the assigned educational institutions. The purpose of community service activities is to facilitate the subjects in improving the quality of assessment according to the evaluation standards that meet the mastery of student learning and become the standard measurement tool for subjects. The specific target is to change the behavior of partner schools in formulating learning instruments that are right on target according to the learning objectives and to meet minimum learning completeness. To realize the program, the methods to be used in the activities include methods of socialization, education/counseling and training, implementation of learning technology, and mentoring. The implementation method is to achieve the stated goals. The results obtained are the concepts of structured instruments evaluating standards and completeness of student learning. So, the implementation of the partnership with the community from UNIMA (Universitas Negeri Manado or State University of Manado) in North Sulawesi, Indonesia's professional staff can help overcome the problems of the Klabat Manado High School and the Manado Pioneer Vocational School as partner schools. Education and counseling/training of subject teachers based on learning materials according to the field of study or teaching material taught, the teachers can arrange test instruments in standard form. The formulation of learning instruments is formulated precisely based on the level of difficulty, learning objectives can be achieved with a minimum standard of learning completeness of students.*
KEY WORDS: *Instrument Evaluation Learning; Standard Assessment; Minimum Learning Completeness; Community Service Activities.*

INTRODUCTION

The educational process encourages a person to truly uphold basic human values; and to describe and develop them. In other words, the essence of the education process is the process of awareness of basic human values. Every time, we talk about education, and every time we talk about human resources. The development and excellence of a nation's life is very much determined by the quality of its human resources. In this context, education carries a big responsibility, which is preparing the next generation of the nation, that is smart, resilient, and independent (Asmal, 2001; Murphy & Ruane, 2003; and OECD/ADB, 2015).

In fact, it is true that the next generation will have to face the challenges of the times

that are increasingly full of sharp competition among nations that need to get education and teaching that are in line with the times. The existence of teachers, as implementers of education and teaching, will face many challenges of the times to fulfill changes and development in the world of education in achieving learning goals through evaluation of learning that is carried out by the teacher (Arikunto, 2011; OECD/ADB, 2015; and Dilas *et al.*, 2019).

Thus, the teacher is expected to have competence in preparing learning evaluations. At the Pioneer Vocational School and SMA (*Sekolah Menengah Atas* or Senior High School) Advent Kalabat in Manado, North Sulawesi, Indonesia's subject, teachers do not fully have teacher competence, so that in carrying out evaluations, it is not achieved as expected (Depdiknas RI, 2014; Syamsinar & Jabu, 2015; and Dilas *et al.*, 2019).

As a teacher, who wants to progress and develop, he/she always has to have a high creative power in developing the knowledge he/she has gained in the education process, which is then devoted to educational institutions where the teacher devotes him/her-self to that skill in implementing learning evaluation instruments is very expected. Along with the development of the curriculum, learning used in the teaching and learning process needs to be developed in accordance with the applicable curriculum and experience many changes in realizing national education goals, including evaluation skills (Bryce & Withers, 2003; Richmond, 2007; and Sudjana, 2009).

Learning is one of the processes carried out by individuals to obtain a change in new behavior as a whole as a result and their own individual experience in interaction with their environment. With the sake of student activity in learning activities is very dependent on the utilization of the potential of the teacher and the students themselves; and the activeness of students in undergoing the learning process is one of the keys to the successful achievement of learning objectives for it can be seen from the results of learning. The means for achieving learning objectives have been formulated in the teaching program

and defined as potential regional guidelines for educational units; and are created in accordance with the achievements of the graduate competencies of students, this can be evaluated appropriately (Ioesmani, 1988; Martyn, 2007; and Bean, 2011).

The curriculum structure contains the burden of learning, the framework of implementation, syllabus and learning burden for each type and level of education compiled based on national education programs, and according to the potential needs of the region and more specifically educational institutions that achieve results depending on the evaluation carried out (Sudjana, 2009; MoEC RI, 2016; and Chaira, 2017).

The curriculum level of education unit or KTSP (*Kurikulum Tingkat Satuan Pendidikan/* School-Based Curriculum) as in Manado Pioneer Vocational School in North Sulawesi, Indonesia, as an operational unit curriculum, that contains curriculum details on the KURNAS (*Kurikulum Nasional* or National Curriculum); KURDA (*Kurikulum Daerah* or Regional Curriculum); KALPEND (*Kalender Pendidikan* or Education Calendar); and RPP (*Rencana Program Pembelajaran* or Teaching Program Planning) in the form of RPS (*Rencana Program Sekolah* or School Peogram Planning) will be evaluated precisely with the learning objectives (MoEC RI, 2016; Wahyuni, 2016; and Chaira, 2017).

The structure and content of the KURNAS includes a number of subjects, whose graduation and depth are learning burdens for students in Vocational High Schools that bind a number of KD (*Kompetensi Dasar* or Basic Competencies) and have certain characteristics in aspects of subject matter that contain a number of subjects containing some contents of self development activities; arrangements learning burden; mastery learning; increase in class and graduates; specialization; character education; and life skills that must be evaluated appropriately that meet local and national excellence-based learning outcomes (Mudjito, 2010; MoEC RI, 2016; and Wahyuni, 2016).

Evaluation is one of the processes carried out by teachers, as implementers of education, to assess changes in overall new

behavior of students or students as learning participants. This is the result of learning and individual learning experiences of the students themselves in interaction with the learning environment. With the sake of student activeness in learning activities is very dependent on the utilization of the potential of the teacher and the students themselves; and the students' skills in undergoing the learning process until the achievement of learning outcomes (Depdiknas RI, 2014; MoEC RI, 2016; and Wahyuni, 2016).

The teaching and learning process can be evaluated for success through evaluating the final stages of learning, which is the key to learning achievement. The means of achieving learning objectives have been formulated in the teaching program prepared by teachers, who teach subjects by formulating appropriate evaluation tools in the form of evaluation instruments. A set of teaching plans in the teaching program contains arrangements regarding objectives, content of learning material, and evaluation as a guideline for conducting learning activities, which includes a series of learning evaluation instruments compiled by subject teachers (Oliver *et al.*, 2008; Aji & Budiyono, 2018; and Dilas *et al.*, 2019).

Learning evaluation is an evaluation instrument to measure the achievement of learning objectives in each subject to subject teachers. The teaching program contains rational teaching material that will be taught and can be evaluated by students' learning burden, implementation framework, syllabus and learning burden for each type and level of subjects taught, and arranged based on the needs and professional potential of students or students that contain a number of expected competencies which needs to be translated by the teacher (Arifin, 2011; CPCs, 2017; and Gunawan, 2017).

The achievement of the teaching program can be evaluated by formulating an evaluation instrument based on the expected competencies. For the achievement of learning evaluation instruments compiled by subject teachers must be well organized and contain all learning component indicators according to the expected competency

standards. Graduation standards contain the depth of teaching material, which is a burden of learning for students that must be achieved and hinted at for each subject (*cf* Djamaroh, 2008; Wenno, Kampono & Kempa, 2017; and Eryanto, Swaramarinda & Nurmalasari, 2019).

The subject units taught binding a number of SK (*Standar Kompetensi* or Competency Standards) and KD (*Kompetensi Dasar* or Basic Competencies), which have certain characteristics in the aspects of teaching material which consists of a number of learning burdens and student learning completeness burden, which must be achieved. Size of achievement has the characteristics of competency in scientific skills and life skills (Subandi, 2014; Syamsinar & Jabu, 2015; and Nabila, 2016).

In fact, in private Vocational Schools where there is a lack of teachers whose educational potential is lacking, because they prioritize subject matter and not educational science, so that they do not have the educator's competence, especially in formulating standardized evaluation instruments that can measure learning completeness. The learning outcomes for Vocational High Schools and Private High Schools have not shown the expected number of competencies (*cf* Ahmed, 2011; Rosser, 2018; and Dilas *et al.*, 2019).

Competency is expressed in the form of KI (*Kompetensi Inti* or Core Competencies) and is, further, detailed in the KDs of subjects taught by the teacher and is a categorical description of competencies in aspects of attitudes, knowledge, and skills that can be accurately measured by subject teachers. The KI is the quality that must be possessed by students, who are organized in active student learning processes; and the KDs prioritized on attitude shutter as well as intellectual abilities or abilities at high cognitive levels. The KDs in the learning process are developed to achieve competency in the KI and KD, developed on the basis of accumulative principles of mutual reinforcement and enriching between subjects taught. So, KIs and KDs need to be evaluated for their achievements, which are precisely formulated by subject teachers with indicators of competency must be formulated

in standard evaluation instruments; and this is the graduation competency standard (Sukardi, 2010; Syamsinar & Jabu, 2015; Panggabean & Himawan, 2016; Puspitasari, Anugerahwati & Rachmajanti, 2016; and Gunawan, 2017).

Learning outcomes are measured based on the SKL (*Standar Kompetensi Kelulusan* or Graduation Competency Standard), which are formulated in learning programs and contain competency standards that must be achieved by students become the responsibility of the subject teachers. The formulation of SKLs, which are formulated from the needs of students that are needed when they are in the community, must be described in the learning instrument. The SKL consists of the qualifications criteria of students' abilities that are expected to be achieved after completing their study period in an education unit at him/her, such as in a high school level. Which is the main reference for the development of content standards, process standards, standards for evaluating learning achievement are the completeness of student learning and becoming a graduation standard (Depdiknas RI, 2008; Wahyuni, 2016; and Rangkuti, 2019).

For that graduation competency standards, based on the Decree of the Minister of Education and Culture, No.54 of 2013, concerning graduation competencies that have the following attitudes, knowledge, and skills: *Attitude Dimensions*, possessing behavioral abilities that reflect the attitude of believers, noble, knowledgeable, confident, and responsible interact effectively with the social environment of the community within the range of relationships and existence of hudupnya. The *Knowledge Dimensions* has the qualifications of factual, conceptual, and procedural knowledge in science, technology, art, and culture with insights of humanity, nationality, statehood, and civilization regarding phenomena and events that appear to the eye. The *Dimension of Skills* has the qualifications of thinking skills and actions that are effective and creative in abstract and concrete shutter according to what is learned and other similar sources. The three things uni is the standard of student learning achievement that is expected to be evaluated

by each subject teacher in the evaluation instrument for which the teacher must have special skills in preparing learning evaluation instruments (Arikunto, 2011; Depdiknas RI, 2014; and Subandi, 2014).

The learning principle is evaluated for the achievement of learning; and learning in accordance with graduate competency standards and content competency standards consist of: Students are told to learners to find out, from the teacher as the only source of learning to learning based on various learning sources, from the textual approach to the process as strengthening the use of a scientific approach, from a content-based approach to competency-based learning, from partial learning to integrated learning, from learning that emphasizes a single answer to learning with multi-dimensional truthful answers, from verbalism learning to applicative learning skills, improvement and skills between physical skills (hardskills) and mental skills (soft skills), learning that prioritizes civilization and empowerment of students as lifelong learners (Yusuf, 2008; MoEC RI, 2016; and Wahyuni, 2016).

Learning that applies values by giving exemplary (*ing ngarso sung tulodo*), build will power (*ing madyo mangun karso*), and develop students' creativity in the learning process (*tut wuri handayani*). Learning that takes place at home, at school, and in the community; learning that applies the principle that anyone is a teacher, whoever is a student, and anywhere is a learning class. Use of information technology and communication to improve the efficiency and effectiveness of learning. Recognition of individual differences and cultural backgrounds of students. All of these standards that will be reviewed become students' learning completeness. Cognitive, effective, and psychomotor shutter owned by students (Budimansyah, 2002; Cheng, 2002; and Samuel, 2005).

The above needs to be evaluated both for the achievement of teachers in carrying out learning tasks for each subject that is taught and the learning completeness of students. Based on standards related to the above principles, a standard assessment process is developed which includes the assessment

of learning outcomes and supervision of the learning process. The three shutter competencies that must be evaluated in the achievement of the learning process through the trajectory of obtaining different psychological processes have not been achieved as expected. Evaluating attitude changes is obtained through the activities of accepting, implementing, appreciating, living, and practicing (Bloom, 1981; Guskey, 2009; and Sukardi, 2010).

Knowledge evaluation is obtained through activities of remembering, understanding, applying, analyzing, evaluating, and creating, which can be evaluated on the level of achievement. This shutter will be reviewed to measure student learning achievement. Skill evaluation is measured through the activity of observing, asking questions, trying to reason, presenting, and creating. The characteristics of the competencies of these students can be evaluated on the achievement of teaching and learning processes that have special skills for subject teachers. In the trajectory of the acquisition of knowledge of students evaluated it also influences the characteristics of the graduation standards of the students (OECD/CERI, 2008; Russell & Airasian, 2012; and Brown, 2018).

In learning evaluation, it is also necessary to emphasize the scientific, thematic approach, and need to be evaluated on research/discovery-based learning (discovery inquiry learning) to deepen understanding of knowledge for students. This evaluation encourages the ability of students to produce contextual work, both individually and in groups. To achieve this learning, it is strongly recommended to use a learning approach that produces work based-problem solving or project-based learning (Arikunto, 2011; Karnasih, 2017; and Meehan, 2018).

The three shutter competencies evaluated by the teacher can be detailed and evaluated using the following operational words: *Attitude* shutter includes accepting, exercising, appreciating, living, and practicing. The shutter of *Knowledge* competence includes remembering, understanding, applying, analyzing, and evaluating. The *Skills* shutter include observing, asking, trying, reasoning, presenting, creating.

These three competencies shutter are evaluated for their level of achievement using various assessment techniques (Budimansyah, 2002; Syamsinar & Jabu, 2015; and Panggabean & Himawan, 2016).

According to the assessment techniques of the BSNP (*Badan Standar Nasional Pendidikan* or Education National Standard Body), the assessment techniques can be carried out by: performance tests, demonstrations, namely collecting quantitative and qualitative data according to the competencies assessed by subject teachers, observation, assignments, portfolio, written tests, oral tests, journals with learning descriptions related to performance or attitude, interview tests, inventory, namely psychological scale tests, self-assessment, and evaluation between friends. This type of test can be evaluated using evaluation instruments, such as: description form tests, objective form tests, oral tests, and action tests. While evaluation instruments for non-test types can be done by: observation, interview, attitude scale, checklist, rating scale, questionnaire, case study, incidental record, sociometric, personality inventory, and awarding techniques (Iskandar, 2014; Sayuti, 2015; and Artika, 2018).

While the technique of managing test results can be done with total scores, conversion scores, attitude scale scores, scores for domains and psychomotor, and management of data on PAP (*Penilaian Acuan Patokan* or Benchmark Reference Assessment) and PAN (*Penilaian Acuan Norma* or Norm Reference Assessment)'s data. To analyze the quality of tests and items, the degree of validity can be measured by validity test, reliability test, question homogeneity test, and effectiveness of option functions. For this reason, teachers need to be equipped with the technique of preparing assessment instruments as a form of learning evaluation in measuring the achievement of student or student learning outcomes (Yusuf, 2008; Ratri, 2015; and Komalasari & Saripudin, 2018).

Teachers at the Pioner Vocational High School and Advent High School Klabat, Manado, North Sulawesi, Indonesia still consist of study field teachers, who have graduated from college and non-college

until they need training in the preparation of learning evaluation instruments for teachers, so that they can formulate learning evaluation tools to meet the minimum learning completeness expected.

The problem that will be overcome in partner schools is focused on improving the quality of infiltration of evaluation instruments for learning by subject teachers. In SMK (*Sekolah Menengah Kejuruan* or Vocational High School) and SMA (*Sekolah Menengah Atas* or Senior High School), as a learning process balancer, has not been able to be creative in formulating learning evaluation instruments in standard to measure student learning completeness according to the standards of assessment and completeness of student learning (Sayuti, 2015; MoEC RI, 2016; and Dilas *et al.*, 2019).

As for the purpose of the study, the subject matter teachers are not educators who come from the output of the LPTK (*Lembaga Pendidikan Tenaga Kependidikan* or Teacher Training Higher Education Institution), but at the institutions with high expertise in the field of study, so that they do not have sufficient knowledge to develop learning evaluation tools in achieving learning objectives. This problem will be overcome by providing knowledge and skills about the preparation of learning evaluation instruments according to competency and minimum standards of mastery learning as learning methodologies in the form of training in the preparation of learning instrument (Purwanto, 2015; Syahril, 2016; and Dilas *et al.*, 2019).

METHODS

The method or strategy approach that will be applied is in addition to the implementers in this activity, who will provide assistance and facilitate the entire process of implementing learning activities; it will also involve teaching staff/subject teachers in schools as institutions for implementing education and teaching. The training involved a number of students by referring to the PPL (*Program Pengalaman Lapangan* or Field Experience Program) pattern and the KKN-PPM (*Kuliah Kerja Nyata – Pengabdian Pada Masyarakat* or Real Work Lecture on

Community Empowerment Program), which aims to have all activities to be implemented in order to answer the above problems fully facilitated and accompanied by students for two months. Students who will be involved are mainly those from the Economic Education Study Program at the UNIMA (*Universitas Negeri Manado* or State University of Manado) in North Sulawesi, Indonesia (*cf* Yusuf, 2008; FAO, 2011; and Daniel, 2013).

The strategy of this approach is one step to answer or be a solution to the problem of partners about the quality of human resources in education management and teaching in preparing standardized test instruments. Also provide knowledge and skills about the collection of assessment instruments according to the assessment standards and learning objectives, namely minimal learning completeness using the assessment method according to the standard and form of test items. Tests are arranged based on the degree of difficulty that varies with a touch of varied technology, so as to increase the profit of partners as educational institutions and the teaching of subject teachers has a standard evaluation instrument to measure the success of students (Yusuf, 2008; FAO, 2011; and Phelps, 2012).

The steps that will be carried out by the executor are making preparations that begin with a discussion of the program and work steps starting from the division of tasks and responsibilities of each team member to administrative preparation and supporting devices. Other activities included in the preparation were to coordinate with groups of schools implementing education and learning to deliver plans for implementing activities. The next preparation is drafting an instrument that will be used as a reference in capturing accurate information or data about the fundamental problems of partners. Thus, the instruments compiled include the identification or screening of information on fundamental problems that must be understood together before initiating these activities, among others, is to identify and sharpen and re-analyze the factors that cause the main problems, also obtain information and perceptions of the teachers and students

about problems and roots problems faced and programs offered (Yusuf, 2008; FAO, 2011; and Hanson, 2017).

The following steps will be taken to overcome problems, especially those related to efforts to overcome the problem of improving the quality of human resources in the management of education and teaching of subject teachers in the preparation of evaluation instruments:

The first step that will be carried out in the process of implementing activities is socialization on "the learning process of evaluation theory". After the socialization, the implementation of the activities will be followed up with the learning process activities and the activities of providing evaluation learning materials, and the practice of preparing learning instruments (Arikunto & Jabar, 2010; Ratuanik & Nay, 2017; and Dwi, Haryono & Florentinus, 2018).

Then, the implementation of learning evaluation technology and technology for study group members, namely subject teachers in SMK (*Sekolah Menengah Kejuruan* or Vocational High School) and SMA (*Sekolah Menengah Atas* or Senior High School). The subject teachers according to the assignment with what has been planned or programmed and agreed with the group in the training to carry out learning evaluation activities. The material to be provided includes the technique of preparing evaluation instruments, assessment standards, teaching materials related to core competencies and competency standards, and attainment of minimal mastery learning (Arikunto & Jabar, 2010; Sayuti, 2015; and Dilas *et al.*, 2019).

Learning methods are using the lecture method, discussion, introduction of competency-based learning technology, and training in the preparation of learning instruments. Various teaching aids that will be used to speed up the learning process in the form of slides, videos, etc. The implementation of learning technology in the formulation of evaluation tools is formulated as a learning instrument (McEvoy *et al.*, 2005; FAO, 2011; and Gervais, 2016).

The implementation of techniques for preparing learning evaluation instruments using learning technology relates to using levels of difficulty, competency standards, and minimum standards of mastery learning. The implementation process starts from giving assessment material up to the practice of compiling assessment instruments in standard form in the form of test items. Overall, the methods used in this activity are education and counseling of teachers and learning materials according to the field of study or teaching material that is taught and the preparation of test instruments in the form of standard, mentoring, and practice of preparing instruments (Purwanto, 2015; Retnawati, Hadi & Nugraha, 2016; and Amat, Hariyanto & Nuryadin, 2014).

RESULTS AND DISCUSSION

The results obtained in the implementation of this service were the teachers of the Manado Pioneers Vocational School and study teachers at Advent Klabat High School in Manado, North Sulawesi, Indonesia, who had the ability and skills to provide learning instruments in standardized forms according to competence, curriculum content, and students had minimal learning completeness (*cf* Panggabean & Himawan, 2016; Puspitasari, Anugerahwati & Rachmajanti, 2016; and Wahyuni, 2016).

The outputs used in this activity are as follows: the ability of partner schools to have knowledge and skills in formulating learning assessment instruments and formulating standard instruments as evaluation tools that are the subject matter of teachers; has scientific publications on the Community Service Journal; and have a report on training activities for the preparation of evaluation instruments by default (Rokhman & Yuliati, 2010; Azhar, 2018; and Hastuti, Tiarani & Nurita, 2018).

As an input for the development of the formulation of the standard learning evaluation instrument becomes a guideline for teachers, who are teaching students. The availability of professional teachers as human resources, who have the ability to prepare learning evaluation instruments at the end of the semester standardized teaching program (Arikunto & Jabar, 2010; FAO, 2011; and

Suratno, 2014).

Educational institutions have qualified teachers after the activity. School institutions have qualified teachers, who are professional educators. Availability of standard learning evaluation facilities for subject teachers in schools. Availability of teaching staff, who have quality pedagogic competencies and have the capacity and ability of educator resources as members of partner schools in solving problems of existing pedagogic abilities. They also have learning products that achieve minimal learning completeness of the students (Villegas-Reimers, 2017; Rosser, 2018; and Dilas *et al.*, 2019).

The occurrence of educated workers, who are qualified and have knowledge and skills when they are in the world of work. Availability of partner efforts in the field of developing education and teaching in a sustainable and quality manner is provided to overcome problems in the field of education and teaching (*cf* Tremblay, Lalancette & Roseveare, 2012; OECD/ADB, 2015; and Dilas *et al.*, 2019).

CONCLUSION

The implementation of the partnership with the community from UNIMA (*Universitas Negeri Manado* or State University of Manado) in North Sulawesi, Indonesia's professional staff can help overcome the problems of the Klabat Manado High School and the Manado Pioneer Vocational School as the partner schools. Education and counseling/training of subject teachers based on learning materials according to the field of study or teaching material taught, the teachers can arrange test instruments in standard form.

The formulation of learning instruments is formulated precisely based on the level of difficulty, learning objectives can be achieved with a minimum standard of learning completeness of students. The ability of school partners to have the knowledge and skills in formulating learning assessment instruments by default becomes an evaluation tool for subject matter teachers.

The PKM (*Pengabdian Kepada Masyarakat* or Community Service) partnership products can be published as scientific articles in the Community Service Journal and in other general journals. Report on PKM activities as input for the development of knowledge in partner schools and students who are carrying out knowledge. The availability of professional teachers as human resources, who have the ability to prepare learning evaluation instruments at the end of the semester based on the K-13 (*Kurikulum 2013* or 2013 Curriculum).

Institutions of high school and vocational education schools have qualified teachers after PKM activities. School institutions have qualified teachers, who are professional educators. Availability of teaching staff, who have quality pedagogic competencies. Having the capacity and ability of educator resources as members of partners in solving problems in the form of pedagogic abilities that can arrange learning instruments appropriately. Partner schools have learning products that achieve minimal learning completeness for students.

The creation of an educated workforce that is qualified and has knowledge and skills when they carry out learning tasks and students have the knowledge that can be used in the world of work, when they are in the field world. The availability of partner businesses in the field of developing sustainable and quality education and teaching provided to overcome problems in the field of professional education and teaching in schools.

Schools from the Klabat High School and the Manado Pioneers Vocational High School in North Sulawesi, Indonesia are expected to be able to utilize professional teaching staff in implementing education and teaching programs. The standard instrument formulated would be the right guideline for teachers in compiling standardized test items, while carrying out teaching assignments. The UNIMA, as a partner, continues to carry out assistance to overcome the problem of teacher duties in schools as institutions that issue professional education and teaching personnel.[1]

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[1]***Statement***: I confirm that this article has not been published elsewhere and is not under consideration in whole or in part by another journals. This article is also not product of plagiarism. So, I have no conflicts of interest to declare it.

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The UNIMA Campus in North Sulawesi, Indonesia
(Source: http://cindy-vionita.blogspot.com/, 21/4/2019)

The implementation of the partnership with the community from UNIMA (*Universitas Negeri Manado* or State University of Manado) in North Sulawesi, Indonesia's professional staff can help overcome the problems of the Klabat Manado High School and the Manado Pioneer Vocational School as the partner schools. Education and counseling/training of subject teachers based on learning materials according to the field of study or teaching material taught, the teachers can arrange test instruments in standard form.