

IMPROVING THE ABILITY OF ELEMENTARY SCHOOL TEACHERS THROUGH THE DEVELOPMENT OF COMPETENCY BASED ASSESSMENT INSTRUMENTS IN TEACHER WORKING GROUP , NORTH BOGOR CITY

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Abstract

Education is a conscious effort that is deliberately designed to achieve predetermined goals. Education aims to improve the quality of human resources. One of the efforts to improve the quality of human resources is through the learning process in schools. In an effort to improve the quality of educational resources, teachers are a component of human resources that must be nurtured and developed continuously. The formation of the teaching profession is carried out through pre-service education programs and in-service programs. Not all teachers who are educated in educational institutions are properly trained and qualified. The potential of teacher resources needs to continue to grow and develop in order to be able to carry out its function potentially. In addition, the effect of fast-paced changes encourages teachers to continually learn to adapt to developments in science and technology and the mobility of society. The preparation of assessment instruments in schools must be carried out by all educators, so they must be able to carry out various supervision and controls to improve teacher performance. Supervision and control are preventive measures to prevent teachers from committing irregularities and to be more careful in carrying out their work as educators. Therefore, the implementation of this Community Service will help improve teacher competence in analyzing the questions used in assessing student learning outcomes. This activity is carried out for several cycles. Activities. The activities carried out by this Community Service are 1. Focus of Community Service activities Educational evaluation carried out in schools can be identified into two things, namely; training activities related to teacher administration and teaching and learning process activities, 2. This community service activity will be very helpful for teachers in solving educational problems faced by teachers during learning, and can provide motivation for teachers to always improve their knowledge to become teachers who are professional in carrying out learning, 3. Through this community service obstacles in activities can be resolved with several joint solutions.

Keywords: community service; assessment instruments; competence.

I. INTRODUCTION

Education is a major factor in the formation of the human person. Therefore, the field of education needs serious attention, because with a good education system, it is hoped that the next generation of quality, superior and competitive generations will emerge. Of course, the progress of education must be in line with the development of science and technology which is now increasingly global. To anticipate the rate of technological development, one realistic answer is how to build quality education, therefore education has a very heavy task, namely preparing reliable Indonesian human resources. To prepare reliable Indonesian

human resources, the role of professional educators is needed. Teachers as stakeholders in educational organizations are required to stake their energy, time, knowledge and competence to participate in achieving educational goals.

Teachers are required to work by providing the best possible service to school users such as students, parents, and the community. One of the factors that support teachers to do their best is job satisfaction. This means that if teachers are satisfied with their work, they will work enthusiastically and responsibly. Conversely, if the job satisfaction is low, the teacher works arbitrarily and the learning process is not

optimal, then the students will learn less, the grades are not enough and the quality will be reduced.

According to Permendiknas No. 16 of 2007, one of the pedagogical competencies inherent in the teaching profession is to carry out assessment and evaluation of learning processes and outcomes and utilize the results of assessment and evaluation for the benefit of learning. as a teacher must also conduct learning assessments. The evaluation process is one of the teacher's duties that will determine the direction of the next learning process. According to Ratumanan [1], evaluation can be expressed as a systematic process in determining the level of achievement of instructional goals. Every educational organization certainly carries out a program starting from the planning stage to evaluation [2]. Meanwhile, Winarno [3] stated that evaluation is a systematic process to determine value based on data collected through measurement. The value-taking process must be carried out objectively, and it should be taken care that subjective elements are not included as a consideration and assessment. In other words, it can be stated that evaluation includes the two steps ahead, namely measuring and assessing. According to Arifin [4] assessment is a systematic and continuous process or activity to gather information about the learning process and outcomes of students in order to make decisions based on certain criteria and considerations. The purpose of the assessment according to Poerwanti [5] is to find out how far the teacher is successful in carrying out the learning process which is used for feedback for the teacher in planning the next learning process. One of the factors that support teachers to do their best is job satisfaction. This means that if teachers are satisfied with their work, they will work with enthusiasm and responsibility [6]. Often in the teaching and learning process aspects of the evaluation of learning outcomes are neglected [7]. Because the teacher focuses too much on what will be taught to students as a result the teaching and learning process runs well and neatly but the assessment tools used no longer see the target to be assessed. According to Asmin [8], improving the quality of education is inseparable from the application of assessments that can accurately measure the end result of a learning process, meaning that to assess the end result in learning quality measuring instruments are needed. The teacher's ability to arrange test instruments certainly affects student learning outcomes. With an assessment test instrument that meets the criteria, of course, student learning outcomes will be detected properly and can be used as evaluation material for further learning programs. A test is said to be good if it has criteria, including: (1) validity, (2) reliability, and (3) it has practicality value [9].

Student assessment activities are an important and integral component in teaching and learning activities in schools. To obtain information about the achievement of results from the learning process of

students in accordance with predetermined goals, an assessment of learning outcomes is needed. According to Wahidmurni [10] an important function for educators in evaluating student learning is to provide feedback to students in considering the effectiveness and efficiency of the learning process being carried out. Miller [11] defines student learning assessment as various procedures for obtaining information on student learning and determining decisions related to student performance or learning outcomes. Assessment of student learning outcomes is a teacher activity related to making decisions about the achievement of competence or student learning outcomes during the learning process. Assessment of learning outcomes must meet the principles expressed by Anderson [12], namely (1) meaningfulness, (2) transparency or openness (explicitness), (3) fairness, student assessment data collected by teachers through procedures and assessment tools in accordance with the competencies that must be achieved by students or predetermined indicators to be assessed [13].

Assessment is carried out with the initial stages of understanding the nature of the assessment, understanding the scope of the area or aspects being assessed, designing assessment procedures, compiling instruments, carrying out assessments, administering results, processing results, reporting results and using assessment results to guide students and improve learning. Popham as quoted by Naniek Sulistyawardani [14] stated that a person's success is influenced by the condition of his affection. Someone with poor affective abilities will certainly have difficulty achieving optimal learning success. Therefore, education must pay serious attention to the development of affective domain assessments. Camelia and Umi Chotimah [15] stated that teachers' habits in conducting assessments found that: 1) teachers often judge students only in terms of cognitive abilities, 2) teachers actually knowing the importance of assessing the domain of student attitudes, 3) the teacher can not maximally make and carry out an assessment of the domain of attitudes, 4) the teacher wants to make an instrument for assessing the domain of attitude.

The problem is whether the elementary school teachers have designed and implemented the attitude assessment properly? This question can be answered with see the phenomena that occur through existing studies and preliminary research studies. The results of a preliminary study that was conducted involving elementary school teachers in the sub-district of Kota Bogor Utara showed the following findings: 1) Only 31% of teachers who had conducted an assessment covered three domains (cognitive, affective, and psychomotor); 2) Only 31% of teachers conducted a non-test assessment of the attitude scale to measure student attitudes; 3) Only 23% of the teachers had sufficient understanding to develop attitude assessments; and 4) Only 15% of the teachers have

sufficient understanding to develop the Likert model's attitude scale assessment instrument. Based on research in the field as described above, it appears that there is a very large gap between ideal assessment practices and the reality that occurs, respectively 69%, 69%, 77% and 85%. This large gap is a need that must be met through action training. The training action model to correct the phenomenon of the low ability of teachers in developing assessment instruments is the In House Training (IHT) model. These data are an indication and source of teacher performance at work, if left unchecked it will have an impact on teacher work behavior in educating students in schools which in turn will lead to a decline in the overall quality of education.

Based on the above thinking, this community service activity is deemed necessary to increase the ability of elementary school teachers through the preparation of competency-based assessment instruments. The problem with teachers' lack of understanding of the assessment process that is very common in the field is the lack of motivation from teachers when receiving training. This happens because of the inherent assumption in the teacher that the assessment process is only objective in nature. The problems that can be concluded from the observations of Public Elementary School partners in the City of Bogor are as follows The complexity of the managerial duties of a principal. The program of activities to increase educational human resources cannot be carried out by the principal alone. The complexity of the principal's managerial duties results in a principal being unable to handle the implementation of human resources on his own, especially those that place more emphasis on the learning aspect. Lack of preparation from the teacher.

This condition means that the teacher's motivation to know the progress in the evaluation process is considered insufficient, this is due to the inherent opinion of the teachers that evaluation is merely a routine activity. Even though the implementation of the learning evaluation is carried out with prior notification to the teacher, the teachers who will carry it out have not prepared themselves properly. The element of teacher subjectivity is still considered high. The element of subjectivity of the teacher appointed by the principal is still considered high. This situation occurs because the education evaluation assessment activities are not carried out directly by the school principal, but by teachers who are considered senior by the school principal. Where each teacher has a different personality and the principles of evaluation assessment and evaluation assessment techniques are different from each other.

II. METHODS

Location and Time

Community Service Activity was done from January 2020 to February 2020. The location was in North Bogor City.

Method

The problem is that elementary school teachers in the Bogor City area still do not understand the activities or evaluation evaluation process, as well as the importance of improving the quality and quantity of learning that results. It was tried to be resolved using a workshop method with a presentation technique for the work of developing educational evaluation materials followed by a discussion, while the problem of the ability to develop the implementation of educational evaluation for primary school teachers was resolved by providing assistance. This activity is packaged in the form of workshops and workshops.

The implementation of the service is carried out in three stages, where the first stage is the preparation stage. At this stage the service group conducts a preliminary survey to see conditions in the field regarding the implementation of education evaluation that has been carried out by teachers in elementary schools in the city of Bogor. In this stage, the problems faced by the teacher are sought in improving the ability to evaluate education. The next stage is the stage of implementing service activities. In this stage the servant carries out professional work development activities in the form of workshops on educational evaluation. The last stage is the evaluation stage. At this stage the workshop participants will evaluate the results achieved. Further input and improvement can be made at this stage. Evaluation is provided by collecting data obtained from workshops on educational evaluation. The data was taken by concluding the understanding of elementary school teachers when given the instrument delivered by the lecture method and followed by a question and answer / discussion, as well as from the development results.

The indicator of achievement of community service goals is that 80% of teachers already understand the development of educational evaluation activities, the importance of educational evaluation activities, the importance of improving the quality and quantity of educational evaluation activities. while the indicators of achievement are for the purpose of providing teachers with the ability to develop themselves in educational evaluation activities. The implementation of this Community Service activity is packaged using a workshop and workshop approach. Activities carried out using the method of lectures, discussions and exercises. The steps in implementing this service activity are as follows: Step 1: Training participants are given material on educational evaluation and its importance in improving teacher professionalism. Step 2: Participants are given the

opportunity to discuss the material that has been given. Question and answer opportunities were given to clarify matters that were still in doubt. Step 3: Participants practice to develop an educational evaluation implementation. Step 4: The results of the development work on the implementation of educational evaluation are analyzed for input and further improvements.

III. RESULTS AND DISCUSSION

Implementation of coaching activities to increase the capacity of elementary school teachers through the preparation of competency-based assessment instruments in the Kec. North Bogor is conducted in a marathon in January s.d. February 2020. This is because the teachers as the target of coaching must not abandon their obligations in teaching and teaching. Therefore the coaching process is carried out after the teacher has carried out his duties and obligations.

The first activity was carried out on January 2, 2020, in this activity we carried out activities in collaboration with the Education Office, namely providing knowledge about the Education Service Policy regarding the duties and responsibilities of teachers as educators and teachers, in addition to that for 7 hours of lessons, material about the background and basic concepts of educational evaluation as well as socialization of educational evaluation techniques.



Figure 1. Community service activities in the first session

The second activity was carried out on January 9, 2020, in this activity we provided a workshop for 7 hours of lessons on developing evaluation techniques and the collaborative process in classroom management. He introduced the teachers to the evaluation technique models and the progress of the classroom management process.

The third activity was carried out on January 16, 2020, in this activity we provide 7-hour workshop activities on efforts to foster and develop teacher competencies through learning models and introduce teachers to the educational evaluation approach and learning models



Figure 2. Community service activity in thesecond session



Figure 3. Community service activities in the third session

The fourth activity was carried out on January 26, 2020. In this activity, we conducted online assistance activities regarding the practice of educational evaluation processes for 7 hours of lessons. The teacher practices the evaluation models and techniques that have been given. The fifth activity was carried out on February 7, 2020, in this activity we carried out mentoring activities in the network regarding the Formulation of a Learning Implementation Plan with a learning model and practicing the Learning Process with a Learning Model.

IV. CONCLUSION

The purpose of educational evaluation is to develop a better learning situation through coaching and enhancing the teaching profession; Through educational evaluation it is expected that the quality of teaching carried out by teachers will increase, both in developing abilities, which is determined not only by the level of knowledge and teaching skills possessed by a teacher, but also on increasing the commitment, willingness and motivation of the teacher.

In addition, it is hoped that the impact of the Community Partnership Program activities on the Personality Competency Improvement of Primary School Teachers through Educational Evaluation

Activities in the City of Bogor that teachers can 1) increase the effectiveness and efficiency of learning; (2) quality control, the principal can monitor the learning process in schools; (3) professional development, the principal can help teachers develop their ability to understand learning, life in the classroom, and develop teaching skills; (4) motivating teachers, the principal can encourage teachers to apply and develop their abilities and be responsible for carrying out their teaching duties. (5) arouse and stimulate teachers in carrying out their duties. (6) Trying to procure and equip school supplies including learning media. (7) the teacher tries to develop, find, and use methods in accordance with the demands of the curriculum. (8) Fostering good and harmonious cooperation among teachers. (9) Trying to improve the quality and knowledge of teachers. (10) Fostering cooperative relationships between schools and communities or other agencies in order to improve school quality..

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