

IMPROVING THE ABILITY OF ELEMENTARY SCHOOL TEACHERS THROUGH THE PREPARATION OF COMPETENCY-BASED ASSESSMENT INSTRUMENTS

Yudhie Suchyadi ^{a*)}, Fitri Siti Sundari ^{a)}, Tustiyana Windiyani ^{a)}, Elly Sukmanasa ^{a)}, Lina Novita ^{a)}, Eka Suhardi ^{a)}, Sandi Budiana ^{a)}, Rini Sri Indriani ^{a)}

^{a)}Universitas Pakuan, Bogor, Indonesia

^{*)}Corresponding Author: : yudhie.suchyadi@unpak.ac.id

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Abstract

Education is a conscious effort that is deliberately designed to achieve the goals that have been set. 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 fostered 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 well trained and qualified. The potential of teacher resources needs to continue to grow and develop in order to carry out their functions potentially. In addition, the effects of fast-paced change encourage teachers to continuously learn to adapt to the development of science and technology as well as community mobility. 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 control to improve teacher performance. Supervision and control are preventive measures to prevent teachers from making deviations and being more careful in carrying out their work as educators. Therefore, the implementation of this Community Service will help improve teacher competence in analyzing questions used in assessing student learning outcomes. This activity is carried out for several cycles. Activity. The activities carried out by this community service are the focus of community service activities Evaluation of education carried out in schools can be identified into two things, namely; training activities involving teacher administration and teaching and learning process activities, 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, through this community service, obstacles in activities can be resolved with several joint solutions.

Keywords: community service, assessment instruments; competence.

I. INTRODUCTION

Education is the main 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 the nation will emerge who are qualified, superior and competitive[1]. Of course, the progress of education must be aligned with the development of science and technology which is now increasingly global. To anticipate the pace of science and technology development, one of the realistic answers is how to build quality education, therefore education has a very difficult task, namely preparing reliable Indonesian human resources [2]. To prepare reliable Indonesian human resources, the role of professional educators is needed. Teachers as stakeholders in educational

organizations are required to risk their energy, time, knowledge and competence to participate in achieving educational goals [3]. 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 work as well as possible is job satisfaction [4]. This means that if teachers are satisfied with their work, they will work enthusiastically and responsibly. Conversely, if the teacher's job satisfaction is low, the teacher works arbitrarily and the learning process is not optimal, then students get less learning, less value and quality will decrease [5]. According to Permendiknas No.16 of 2007, one of the pedagogic competencies inherent in the teaching profession is conducting assessment and evaluation of learning processes and outcomes and utilizing the results of assessment and evaluation for the benefit of learning.

The teacher competency formulation above explains that elementary school teachers in addition to carrying out their obligations as teachers also must conduct a learning assessment [6]. Assessment is carried out with the initial stages of understanding the nature of the assessment, understanding the scope of the area or aspect being assessed, designing assessment procedures, compiling instruments, carrying out assessments, administering results, processing results, reporting results and using the results of assessments to conduct student development and improve learning [7]. Popham as quoted by Naniek Sulistyawardani [8] states 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. Camellia and Umi Chotimah [9] stated that teachers' habits in conducting assessments found that: 1) teachers often judge students only in terms of cognitive abilities, 2) teachers actually know the importance of assessing the student's attitude domain, 3) the teacher has not been able to maximally make and carry out the assessment of the attitude domain, 4) the teacher wants to make an instrument for assessing the attitude domain. The problem is whether the elementary school teachers have properly designed and carried out the assessment of the attitude domain? This question can be answered by looking at phenomena that occur through existing studies and initial research studies. The results of a preliminary study involving elementary school teachers in the sub-district of North Bogor City showed the following findings: 1) Only 31% of teachers conducted an assessment covering three domains (cognitive, affective and psychomotor); 2) Only 31% of teachers carry out non-test assessments of the attitude scale type to measure students' attitudes; 3) Only 23% of teachers have sufficient understanding to develop an attitude assessment; and 4) Only 15% of teachers have sufficient understanding to develop a Likert model attitude scale assessment instrument. Based on research in the field as described above, it appears that there is a very large gap between ideal appraisal practices and the reality that occurs, respectively 69%, 69%, 77% and 85%. This large gap is a need that must be met through training actions. The training action model to correct the phenomenon of the teacher's low ability to develop assessment instruments is the In-House Training (IHT) model. These data are one 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 will ultimately lead to a decrease in the overall quality of education. Based on the thoughts above, it is felt that community service activities are necessary to improve the ability of elementary school teachers through the preparation of competency-based assessment instruments.

The obstacle to the teacher's lack of understanding of the assessment process which is very common in the field is the lack of motivation from teachers when receiving training. This happens because there is an assumption that has been embedded in the teacher that the assessment process is only objective in nature. The problems that can be concluded from the observations of state elementary school partners in the Bogor City area are as follows:

1. The complexity of the managerial duties of a school principal.

The educational human resource improvement activity program cannot be carried out by the school principal alone. The complexity of the principal's managerial duties results in a school principal not being able to handle the implementation of educational HR on his own, especially those that place more emphasis on the learning aspect.

2. Lack of preparation from the teacher.

This condition can be interpreted that the teacher's motivation to find out progress in the evaluation process is considered to be lacking, this is due to the inherent notion of teachers that evaluation is merely a routine activity. Even though the implementation of learning evaluation is carried out with prior notification to the teacher, still the teachers who will carry it out have not prepared themselves thoroughly.

3. The element of teacher subjectivity is still high.

The subjectivity element of the teacher appointed by the principal is still high. This situation occurs because the educational 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 of these teachers has a different personality and the principles of evaluation and assessment techniques are also different from each other.

II. METHODS

The problem is that elementary school teachers in the Bogor City Region still do not understand the activities or processes of assessment and evaluation, as well as the importance of increasing the quality and quantity of learning that is generated. Attempted to solve using the workshop method with the presentation technique of the work on the development of educational evaluation followed by discussion, while the problem of the ability to develop the implementation of educational evaluation for elementary school teachers was resolved by providing assistance. This activity is packaged in the form of workshops and workshops.

The service is carried out in three stages, where the first stage is the preparatory stage. At this stage the service group conducted a preliminary survey to see conditions in the field regarding the implementation of educational evaluations that had been carried out by teachers in elementary schools in the Bogor City area. In

this stage, the problems faced by teachers in improving educational evaluation abilities are sought. The next stage is the stage of implementing community 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 an evaluation of the results achieved by the workshop participants is carried out. Further input and improvements can be made at this stage. Evaluation is given by collecting data obtained from workshop activities on educational evaluation. Data was taken by concluding the understanding of elementary school teachers when given instruments delivered by lecture method and followed by question and answer/discussion, as well as from the results of the development.

The indicator of achievement of the dedication objective is that 80% of teachers already understand the development of educational evaluation activities, the importance of educational evaluation activities, the importance of increasing the quality and quantity of educational evaluation activities. while indicators of achievement are for the purpose of providing teachers with the ability to develop themselves in educational evaluation activities. The implementation of Community Service activities is packaged using a workshop and workshop approach. Activities are carried out using lecture methods, discussions and exercises. The steps in carrying out this service activity are as follows:

- Step 1 : Training participants are given material regarding educational evaluation and its importance in improving teacher professionalism.
- Step 2 : Participants are given the opportunity to discuss the material that has been provided. The opportunity to ask questions is given to clarify matters that are still in doubt.
- Step 3 : Participants practice to develop the implementation of educational evaluation.
- Step 4 : The results of the development work on the implementation of educational evaluations are analyzed to provide input and further improvement.

III. RESULTS AND DISCUSSION

Implementation of coaching activities to increase the ability of elementary teachers through the preparation of competency-based assessment instruments in the Kec. Bogor Utara is conducted in a marathon from January to July 2022. This is because teachers as coaching targets must not abandon their obligations in educating 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 February 2 2022, in this activity we carried out activities in collaboration with the Education Office, namely providing knowledge about the Education Office's Policy regarding the duties and responsibilities of teachers as educators and teachers, besides that during 7 lesson hours, material was provided about background and basic concept of Educational Evaluation as well as socialization of educational Evaluation techniques.



Figure 1. First session of PKM activities

The second activity was carried out on February 29 2022, in this activity we provided a 7-hour lesson workshop on developing Evaluation techniques and their collaborative processes in classroom management. He introduced the teachers to the evaluation technique models and progress of the classroom management process.



Figure 2. Second session of PKM activities

The third activity was carried out on March 6, 2022. In this activity, we provided a 7-hour lesson workshop on Efforts to Build and Develop Teacher Competence through Learning Models and introduced teachers to the Educational Evaluation Approach and Learning Models



Figure 3. Third session of PKM activities

The fourth activity was carried out on April 17 2022. In this activity we carried out online mentoring 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 April 27 2022, in this activity we carried out mentoring activities in the network regarding namely regarding the Preparation of Learning Implementation Plans with learning models and carrying out Learning Process Practices with Learning Models.

IV. CONCLUSIONS

The purpose of educational evaluation is to develop a better learning situation through fostering and improving the teaching profession; Through educational evaluation it is hoped that the quality of teaching carried out by teachers will increase, both in developing abilities, which in addition to being determined by the level of knowledge and teaching skills possessed by a teacher, also by 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 Personal Competency Improvement Activities for Elementary School Teachers through Educational Evaluation Activities in the Bogor City Region will mean that teachers can 1) increase the effectiveness and efficiency of learning; (2) quality control, the principal can monitor the learning process at school; (3) professional development, school principals can help teachers develop their abilities in understanding learning, life in the classroom, and develop their teaching skills; (4) motivating teachers. Principals can encourage teachers to apply and develop their abilities and be responsible for carrying out their teaching duties. (5) awaken and stimulate teachers in carrying out their duties. (6) Trying to provide and complete school equipment including learning media. (7) teachers try to develop, find, and use methods that are 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 the community or other agencies in order to improve the quality of schools.

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