IMPROVING TEACHER COMPETENCE IN DEVELOPING CLASS-BASED ASSESSMENT DESIGNS THROUGH TRAINING AND MENTORING AT IGABA WEDI SUB-DISTRICT, KLATEN REGENCY 2021

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Abstract: *Improving teacher competence in developing assessment designs during the COVID-19 period requires understanding. In this case, many efforts have been made to prepare teachers to become professionals. However, the reality shows that not all teachers have good competence in carrying out their duties. In addition, planning preparation, process implementation, and assessment are a complete series of educational programs and are an integral part that cannot be separated from one another. For this reason, there needs to be an assessment model that can be employed as a reference by teachers and organizers at the BA/RA/TK (early childhood education) level. Conditions, such as the one above that not all teachers can carry out assessments well, even rarely or do not conduct assessments except at end-semester or mid-semester examinations, are expected to change. Therefore, this community service was carried out to provide additional knowledge for teachers in improving teacher competence in preparing class-based assessment designs through training and mentoring. Activities were held in the form of training; participants were given the material and then practiced. After being given the training, 95% of the competent participants preparing the assessment designs gave a positive response, even asking for further training*

PENDAHULUAN

Education is a real investment in human resource development and is seen as a basic need for a society that wants to progress. The education system components that include human resources can be classified into teacher and non-teacher education personnel. According to Law Number 20 of 2003 concerning the national education system, "the education system components that are human resources can be classified into educators and education unit managers *(observers, supervisors, researchers, and education developers)*." In this case, it is the teachers who get the most attention among other

education system components. (Arifin, 2001)The amount of attention to teachers can be seen, among others, from the many particular policies, such as the increase in teacher functional allowances and teacher certification. With various teacher allowances provided, one of the objectives is to improve teacher competence.

Many efforts have been made to prepare teachers to become professionals. However, the reality shows that not all teachers have good competence in carrying out their duties. It is indicated by the fact that 1) teachers often complain about changing curricula, 2) teachers often complain about curricula loaded with requirements, 3) students often complain about the less attractive way teachers teach, and 4) the quality of education is still not guaranteed as it should be. Furthermore, the implementation of Government Regulation No. 19 of 2005 concerning the national education system has implications for the assessment models and techniques implemented in the classroom. (Austin, 1979:37)

In addition, to produce graduates with complete abilities as expected in Curriculum 13, students are expected to master the specified competencies. In this regard, it is necessary to develop competency learning or training in a systematic and integrated manner so that students can master each competency completely. Carroll (1963) argued that a learner's learning is a function of the comparison of the time actually used to learn with the time actually needed to learn a learning theme. He also stated that the success of complete learning depends on specific criteria of individual students and teacher teaching.

The criteria include persistence, time to study, learning level, quality of learning activities, and the ability to understand activity instructions. Meanwhile, the assessment consists of external assessment and internal assessment. External assessment is an assessment carried out by other parties who do not carry out the learning process. This external assessment is carried out by an institution, both domestic and abroad, intended, among others, for quality control. On the other hand, an internal assessment is an assessment planned and carried out by the teacher during the learning process. In this case, class assessment is part of the internal assessment to determine student learning outcomes on the mastery of the competencies taught by the teacher.

Its purpose is to assess the attainment level of student competencies, which is carried out when learning takes place and the end of learning. Besides, assessment of student learning outcomes is carried out by teachers to monitor the process, progress, and development of student learning outcomes in accordance with their potential and expected abilities on an ongoing basis. Assessment can also provide feedback to teachers to improve planning and the learning process.

On the other hand, planning preparation, process implementation, and assessment are a complete series of educational programs and integral parts that cannot be separated from one another. For this reason, there needs to be an assessment model that can be used as a reference by teachers and administrators at the BA/RA/TK level. Conditions, such as the one above that not all teachers can carry out assessments well, even rarely or do not conduct assessments except at the end of the semester or mid-semester examinations, are expected to change. Even teachers are only good at *Ngaji* (making up the grades), giving grades to their students carelessly so the grades cannot measure students who have completed or those who have not. Conditions like these are certainly concerning, especially the quality of education that cannot be adequately measured because the assessments are not carried out according to existing criteria.

More specifically, IGABA (*Aisyiyah Bustanul Athfal* Teachers Association) teachers in Wedi Sub-District, Klaten Regency need to be given special guidance by preparing sufficient time so that they really understand the problem of assessing learning outcomes and can develop it with various existing assessment models.

METHOD

Partners in this community service were IGABA teachers, Wedi Sub-District, Klaten Regency, consisting of 25 people. It was carried out using a training method with the following stages:

1. Presentation; at first, the researchers presented the material in the form of introductory material about the importance of understanding online-based learning, the introduction of applications/software, account creation, to class, and learning design.
2. Demonstrations were conducted on using the application together with participants, which was explained in a structured manner regarding the process and steps for operating the application.
3. Discussions were held after the demonstration was over, where participants were then invited to ask questions, either questions related to problems using the application or conditions they experienced in class.
4. Practice; after the discussion, participants were invited to practice directly as a continuation of the demonstration results in accordance with the subjects they taught.

RESULTS AND DISCUSSION

1. Presentation

    The activity began with a presentation from the researchers with introductory material about the importance and obligation of teachers to improve their competence in preparing class-based assessment designs.

    In addition, in the 4.0 revolution era, teachers are required to improve their competence in preparing assessment designs. It is intended so that the process of giving grades to students can be measured, and the teachers do not carelessly give an assessment to their students. In this activity, the participants consisted of 25 IGABA teachers in Wedi Sub-District, Klaten Regency.

    In the opening material, training participants consisting of teachers were given an understanding of the importance of upgrading knowledge through training. As a result, they can become teachers who can compete with the times.

2. Demonstration

    After the introductory material, the researchers demonstrated the material for compiling an assessment design. The material presented by the researchers included developing assessment instruments in accordance with education management standards (eight educational content standards). Here are some materials demonstrated to the teacher:

    Example of Assessment/Observation Scale Format in Prayer Practice

    Name:

    Class:

No	Rated aspect	Score			
		1	2	3	4
1	Pronunciation of prayer intentions				
2	Orderly prayer				
3	Memorizing prayer readings				
Score					
Max Score					

Figure 1. Examples of Practice and Attitude Assessment Materials

Information:

1=incompetent

2=competent enough

3=competent

4=very competent

Example of Attitude Assessment Format in Wudhu Practice

No	Name	Attitude				NILAI	KET
		A	B	C	D		

Figure 2. Example of Attitude Assessment Format in Wudhu Practice

Information:

A = attentive

B = work systematically

C = initiative

D = independent

Note:

a. The attitude column is filled with numbers that match the following criteria:

1= very less

2= less

3= medium

4= good

5= very good

b. The score is the sum of the scores for each attitude indicator.

c. Information is filled with the following criteria:

1. A score of 18-20 means very good.

2. A score of 14-17 means good.

3. A score of 10-13 means moderate.

4. A score of 6-9 means not good.

5. A score of 0-5 means not very good.

Example of Project Assessment Format (Paper)

No	Rated aspect	Score		
		A	B	C
	Skills 1. Planning research 2. Observation activities 3. Drawing observations 4. Making notes on observations 5. Reporting			
	Attitude 1. Able to work together 2. Be systematic in doing tasks 3. Taking the task seriously			

Information: B: score 5 C: score 3 K: score 1

Figure 3. Examples of Project Assessment materials

Example of Product Assessment Format

No	Name	Attitude				Score	Information:
		A	B	C	D		

Figure 4. Example of Product Assessment Format

Information:
A: Composition
B: Neatness
C: Concept truth
D: Complete information

Example of Self-Assessment Format

Subjects   :
Class/Semester   :
Basic competencies   :
Aspect   :

Instructions: Fill in the table below with a tick () in the column that corresponds to your statement of attitude towards the statement in the previous column.

No	Aspects of assessment/criteria	Always	Sometimes	Never
A	A. Honesty			

1	Every day, tell the truth to parents				
2	Return the change for shopping to parents.				
3	Submit a test score at school even though the score is bad				
4	Give the right reason when you are late for class				
B	Discipline				
1	Come to school not late, even earlier				
2	Doing tasks (homework) according to the schedule				
3	Doing worship on time				
4	After school, immediately play with friends before getting home				

Figure 5. Examples of Self-Assessment Materials

Scoring Table in Designing Class-Based Assessment Techniques

No	Rated aspect	Score					Info
		1	2	3	4	5	
1	The suitability of the selection of assessment techniques with basic competencies/indicators						
2	The accuracy of making the assessment format						
3	The accuracy of determining the assessed aspects						
4	The accuracy of determining achievement criteria						
5	The accuracy of making scoring						
6	The accuracy of creating descriptors						

Score description:
Score 1: very incapable
Score 2: incapable
Score 3: quite capable
Score 4: capable
Score 5: very capable

Figures 1, 2, and 3 describe the assessment instruments presented to IGABA teachers in Wedi Sub-District, Klaten Regency. In principle, the only obstacle in this activity was time constraints, considering that this activity was carried out during the COVID-19 pandemic, but many participants were interested

in understanding the assessment correctly.

3. Discussion

After the demonstration from the researchers was finished, a discussion session followed it. Twenty-five teachers were very enthusiastic in discussing the preparation of the assessment design. In the discussion and sharing of material, among the outstanding questions were: "how was the assessment carried out on kindergarten students in the online learning period during COVID-19? The researchers answered that the assessment according to the Regulation of the Minister of Education and Culture No. 23 of 2016 concerning assessing learning outcomes contains three aspects: attitudes, knowledge, and skills. These three aspects of the assessment will be used as the final report on the teacher's assessment of student learning outcomes. According to the authors, the proper assessment that teachers can make of their students when studying at home (BDR) during the COVID-19 pandemic is to give assignments to students by noting the practice of the five-character values. The practice of these five central character values can later be used as the basis for providing attitude and skill scores.

4. Practice

Then, after seeing the demonstration and having discussion and sharing, participants were then asked to practice it as a form of feedback from the material provided by the researchers.

From the practice results carried out by the teachers, this training's results are as follows.

Figure 4. The practice results of preparing the assessment design
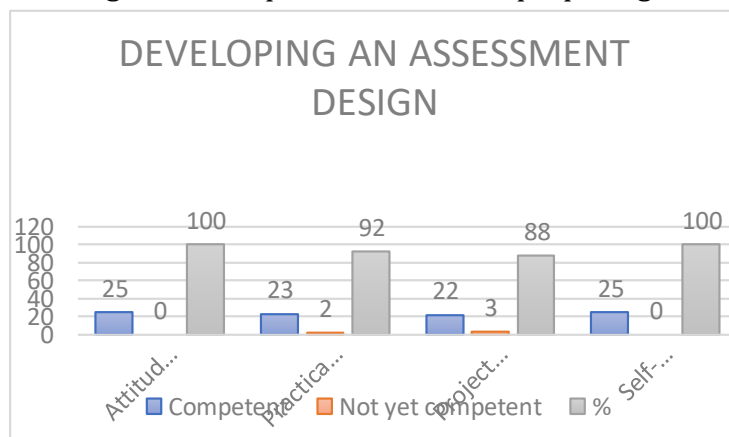
From the data above, it can be explained that for attitude assessment, 25 teachers were competent in preparing the assessment design, or 100% of IGABA teachers could make attitude assessments. In the practical assessment, of the 25 teachers, 23 teachers were competent in designing, while two of them were still having difficulties; thus, the percentage of the practical assessment preparation was 92% of teachers mastering. Furthermore, in the project assessment, 22 teachers were competent in designing, while three teachers still had difficulties designing; hence, 88% of teachers could develop project assessments. The last was the self-assessment preparation; 25 teachers were competent in designing assessments.

CONCLUSION

The conclusion that can be drawn from this training activity is that this training had a positive response from the participants, as could be seen from the motivation and enthusiasm of 25 participants who wanted to add the training time. However, because the activity was carried out during the COVID-19 period, there were separate considerations in adding time. With this training activity, teachers could improve their abilities through the training held. Through practice sessions, it turned out that the teachers could prepare assessment designs, and only a few teachers were not competent due to limited training time.

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