



Conducting Assessment Instrument Models for Teacher Competence, Teacher Welfare as an Effort to Enhance Education Quality



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Abstract

Teacher competence and teacher welfare are essential aspects to successfully improve education quality. Assessment instrument models for teacher competence and teacher welfare therefore important to be developed to meet the required standards. This study aims at developing a set of assessment instrument models for teacher competence, teacher welfare, and educational quality improvement. The study was designed for two years adopting the Research and Development method employing 4D models consisting of Define, Design, Develop and Disseminate. The result of this study is in the form of assessment models for teacher competence, teacher welfare, and quality of education which have been validated by selected teachers, principals, and school supervisors. This assessment models have strong beneficial significance to the improvement of education quality and teacher professional development.

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1. Introduction

Education is one of the key vehicles for the intellectual and professional development of our people and plays an increasingly important role in supporting a stronger and more globally competitive Indonesia. However, education in Indonesia still has several problems related to quality and access as well as the even distribution of well-trained competent teachers. The teacher is a decisive and dominant factor in achieving education quality improvement purposes. Teachers in this respect should possess sufficient skill and highly knowledgeable in their field of subject matters (Mantra, 2018). Consequently, continual assessment process to uplift the teachers' potential

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competence is necessary to be carried out in a regular basis. Additionally, it should be supported by a strong desire from the government to improve the quality of education by the provision of adequate budgets for the teacher welfare, teacher training, and certification as well as long-term investments by constructing and improving education infrastructure. Teacher competence is the most important aspect of education improvement (Astawa, Mantra, Widiastuti, 2017). Competence is a set of knowledge, skills, and attitudes that must be possessed, experienced, mastered and realized by the teacher in performing professional duties and displayed through performance (Dantes, 2015). Teachers, in this case, become a center of attention to building up education quality by having a high level of competence (Mantra, 2017).

Teacher competence can be interpreted as the unanimity of knowledge, skills, and attitudes that manifested in the ability and full responsibility in carrying out the educational task as an agent of learning and also an agent of change. Teacher competence as mandated by Law number 14 of 2005 and Government Regulation number 19 in 2005 and government regulation number 74 in 2008, Teacher competence includes personal competence, pedagogic competence, professional competence, and social competence. As mandated by Law No. 14 of 2005 that teachers have strategic roles and positions in national development in the field of education, therefore the teaching profession needs to be developed as a dignified profession. As a professional, teachers are required to be able to carry out national education and achieve the goal of national education that is the development of the potential of learners to be a virtuous human, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens as well as having high quality of good characters (Maba, 2017; Maba & Mantra, 2018).

According to education law, professional teachers are teachers who have pedagogic competence, personality competence, social competence and professional competence. Teacher professionalism is influenced by various factors. These factors include principal factor and supervisor, government policy and other external factors which may influence teachers' professionalism in carrying out their duties. Most educators realized that the quality of education in our country is still low. The quality of our education is still below the average of some other developing countries. Predictably, if the quality of education is low, then the quality of human resources will also be low. Nevertheless, the nation turned out to be quite successful at the international level Olympic event, and almost every year our students who compete at the Olympics event earn a medal and being better than most of their competitors (Maba & Mantra, 2018).

Some studies found that most Indonesian children have great academic potential. Many of them, however, were not fully developed after school and their skill in dealing with life changes was inefficient which caused them become dependent human beings (Nguyen, 2011). One of the causes which may contribute to this phenomena is our low education quality which is also determined by the low professionalism of teachers, school principals, the condition of schools, the office of education, and government policy on education. To create smart and noble children, professional teachers are required. In order to improve the quality of teachers, the government has made a maximum effort to conduct in-service training by organizing upgrading, training, workshops, but many teachers after returning to school, they do not apply their knowledge to make learning effective. Seeing the reasons presented by the teacher seems that the teacher is more oriented to factors from outside school rather than to themselves. Additionally, welfare factor plays an important role in making a professional teacher. Without having a well-being condition, a teacher then will be difficult to develop his potential. Based on the phenomenon above, then this study was considered to an urgent study to be conducted to develop a valid and reliable assessment instrument models. Developing appropriate assessment is definitely essential (Widiastuti, 2016) because assessment may promote teachers' capability in teaching (Widiastuti, 2017). Therefore this study is vividly necessary to be conducted as an effort to produce a valid and reliable instrument for teacher competence, welfare, and education quality.

2. Research Methods

The present study made use of a Research and Development Design investigating the developmental process of instrument assessment models for teacher performance, welfare and education quality. The stages of the development of instrument assessment models were mainly carried out in six steps of sequence, namely: (1) analyzing the relevant documents, (2) planning assessment models, (3) designing the initial instrument of assessment models in the form of draft, (4) conducting test trial to the initial draft to limited number of subjects; (5) revising the initial draft based on the result of the test trial (6) re-examining the revised draft based on the results of the first trial. The steps Research and Development (R & D) guided this study in conducting field study research to collect data on the test models. The data collected were then analyzed to construct a new model of the instrument of the assessment for teachers' performance, welfare and quality of education (Kerlinger, 2012). The data were

thoroughly analyzed by means of strict and indepth analysis to establish valuable findings. The results of the analysis of this study were used to develop the final draft of the teacher assessment instrument models.

3. Results and Analysis

Teachers are dominant factors that can affect students' interest. If a teacher can do a professional learning, such as fun, easy, able to develop students' creativity and make students learning, then students will attain higher achievement in learning. Conversely, if the teacher is less professional, presenting the subject matter, it causes students difficult to understand, and ultimately make students lazy to learn, and then students will lose interest in learning. Teacher competence is a set of knowledge, skills, and behavior that must be possessed, experienced, mastered and actualized by teachers in performing professional duties. Teacher competence is holistic and the competencies that teachers must be possessed include pedagogical, professional, social and personal competencies.

Pedagogic competence is one type of competence that is absolutely necessary mastered by all teachers. Pedagogic competence is basically the ability of teachers in managing learners in a classroom. Pedagogic competence is a distinctive competency, which will differentiate teachers with other professions and will determine the success rate of learning process and learners. This competency is not obtained suddenly but through continuous and systematic learning, both during pre-service (teacher education) and during the period of teaching, supported by the talents, interests and another teacher potential of each individual concerned. Pedagogic competence is also learned through understanding various available resources.

Professional competence is individual teacher's ability to master the knowledge of science, technology, and or art and culture. This competence covers the mastery: subject matter accordingly with the content standard of educational unit program, subject groups to be taught; and concepts and methods of scientific discipline, technology, or relevant art, which is conceptually coherent with the unit program education, subjects or groups subjects to be taught. Each of these sub-competencies has different indicators. The sub competence of mastering scientific substance related to the field of study has an indicator of understanding the material presented in the school curriculum, understanding the structures, concepts and methods of science that are coherent or coherent with the teaching materials, understanding relationship between the concepts of related subjects, and applying the concept of science in daily life.

Additionally, in line with the above description, sub competence deals with methods of science which has an indicator of mastering research steps and critical studies to deepen the knowledge/subject matter professionally in a global context. The teachers should be able to communicate effectively with learners, fellow educators, education personnel, parents, and the community. It is expected that teachers can communicate sympathetically and empathetically with learners, parent learners, fellow educators and education personnel, and the community, and contribute to the development of students, schools, and communities, and can utilize information and communication technology to communicate and self-development. These all basic skill should be really employed by all teachers as the basis of their daily life duties at school and outside schools.

Personality competence is a personal ability of teachers who reflect a steady, stable, mature, wise and authoritative personality, be role models for learners and noble characters. Sub competence of stable personality has indicators acting in accordance with legal norms, acting in accordance with social norms, being proud as a teacher, and having consistency in acting in accordance with the norm. The mature personality sub competence has indicators showing independence in acting as education and having a work ethic as a teacher. Wise personality sub competence has indicators showing actions based on the benefit of learners, schools, and communities and showing openness in thinking and acting. Sub competence of authoritative personality has an indicator has a behavior that has a positive effect on the learner and has a well-respected behavior. Sub competence is noble and exemplifies having indicators of action acting in accordance with religious norms (faith and piety, honest, sincere, and helpful) and having exemplary behaviors of learners. The sub competence of self-evaluation and self-development has an indicator of having the ability to introspect and be able to develop maximum potential of self.

In order to obtain good results in a series of educational and learning activities, a teacher is required to have a certain qualification called competence. The meaning of competence is a set of knowledge, skills, and behaviors that must be owned, lived and mastered by teachers or lecturers in performing professional duties. Competence then refers to the ability to implement something gained through education; teacher competence refers to performance and rational action to meet certain specifications in the implementation of educational tasks. Meaning competence teachers are expected to be knowledgeable in all areas of education including having competency in understanding educational purposes.

Competence for teachers for educational purposes generally relates to four aspects, namely competence: a) pedagogic, b) professional, c) personality, d) social. This competency is not an endpoint of an effort but a lifelong learning process. The pedagogic and professional competencies include mastery of science and technology education, and the skills to implement it in the learning process. This competence can be grown and enhanced through the academic and professional education process of an educational institution. However, personal and social competence, which includes ethics, morals, devotion, social ability, and spirituality, is the crystallization of the experience and association of a teacher, formed in the family, community and school environment in which to perform their tasks effectively and professionally.

The development of personal competence and social competence is difficult to do by official institutions because the quality of these competencies is forged and influenced by the conditions and situations of the wider community, environment, and association of life including experience in the task. In fact, these environments are often problematic for society. Education which has been gained in educational institutions shaped the character of good learners to communicate and interact with the community. Thus the teacher is not only required to master the field of science, teaching materials, learning methods, motivate learners, have high skills and broad insight into the world of education, but also must have a deep understanding of the nature of human beings, and society. This is because all students are actually part of the community and they are they are also the learning community.

Social competence is the ability of teachers as part of the community to communicate and get along effectively with learners, fellow educators, education personnel, parents/guardians of learners, and the community. Therefore teachers should be able to communicate well orally, in writing, and in spoken and the ability to use information technology, socialize effectively with learners, fellow educators, education personnel, parents/guardians of learners; get along well with the surrounding community. Teachers must have extensive knowledge, master the various types of learning materials, master the theory and practice of education, and master the curriculum and methodology of learning. But as a member of society, every teacher must be good at socializing with the community. For that, he must master social psychology, have knowledge of relationships among people, have group building skills, skills in teamwork, and complete group tasks in their daily professional workplace.

As an individual, the teacher should have the ability to engage in education arena as well as becoming a good member of society, in this case, a teacher must have a personality that reflects an educator. Being a role model in the community, therefore a teacher must recognize the values adopted and developed in the community where the duties and residence. As a living person in the community, a teacher needs to have the ability to mix with the community for example through sports, religious and youth activities. Interpersonal flexibility must be owned because otherwise the association will be rigid and consequently the result is less acceptable to the public. A person with social intelligence is characterized by a strong relationship with God, benefits to the environment, and produces works to build others. They are a polite and caring fellow, honest and clean in behaving and a role model of the society.

All standards as described in the findings above were considered as a strong basis in constructing assessment models for teacher competence, teacher welfare, and education quality. The final drafts were tied out to the designated schools. The results of the trial of the assessment administration then carefully analyzed to measure their degree of validity, reliability, and practicability to establish a set of assessment models. The results of the try out were used for the improvement of instrument models which then considered being the final draft. There were various suggestions and views from many experts for the revision of the assessment draft which could be utilized for a better quality of assessment instrument models.

The result of the research in the first year is the final draft of the teacher competence instrument consisting of the respondent's self-identity, answer guidance, the number of 24 items, scoring formula, assessment criteria, and signature of the assessed teacher as well as the principal's signature. After the try out, then the final draft of the instrument consists of the identity of respondents, user answers, formula scoring, criteria of judgment, and the signatures of teachers rated as well as the signature of the principal and the design of the final draft of the instrument to improve the quality of educational outcomes consisting of respondent's self-identity, answer guidance, number of 17 items, accreditation result rating criteria and average achievement criteria of the school examination score and the average national exam score, and principal's signature.

The results of the second year of this research mainly concerned with aspects of legibility, implementation, measurement, and achievement of a set of teacher performance competence instruments, teacher welfare and quality of educational outcomes. While the feasibility test results and effectiveness of the instrument model is relatively easy. Based on academic studies and inductive implementation of 4D theory in constructing a set of instruments, it turns out the results were quite good in terms of qualitative and quantitative nature in its

implementation. This study was considered to be a successful study in which a set of instrument models for teacher competence, welfare and education quality assessment has been completed and the result of this study would be beneficial for the enhancement of education quality.

4. Conclusion

Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility. Moreover, it can also be added the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion).

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