

Efforts to Improve Teachers' Ability to Develop Assessment Programs Through In-House Training Activities

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ABSTRACT

School development aims to achieve 8 National Education Standards (SNP) Government Regulation (PP) RI No. 32 of 2013 concerning changes to PP No. 19 of 2005 concerning National Education Standards. The achievement of 8 SNPs, specifically for Assessment Standards, is carried out by conducting In House Training (IHT) activities. The purpose of this study is to improve the achievement of 8 (eight) National Education Standards, Provide excellent and optimal services to students and parents and the community. The methods used for initial data collection before IHT and after are: Document mining using the teacher data checklist method that collects education assessment programs before IHT, Interviews, Tests, Postes, Document mining using the teacher data checklist method that collects education assessment programs after IHT. The result was a significant difference from the pretest result of 46.67 and the posttest result of 72.29. Based on the existing results, it can be concluded that the increasing ability of teachers in compiling educational assessment programs, preliminary data before IHT was obtained 6 people did not compile educational assessment programs, 42 people compiled education assessment programs but were incomplete and no one compiled a complete education assessment program. After the implementation of IHT, data were obtained: there were no teachers who did not compile an educational assessment program, 2 people compiled an incomplete but then improved and 46 people compiled a complete education assessment program.

INTRODUCTION

According to the Law on the National Education System, the definition of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society

Education in Indonesia development relies on the ability of schools to deliver students to become intelligent human beings, have personality and have noble morals. The achievement of maximum results must be supported by school capabilities. School capability is measured by standards set by eight National Education Standards (SNPs).

Initial data on SNP achievements, both content standards, graduation standards, process standards, educator and education staff standards, infrastructure standards, management standards, assessment standards and financing standards can be obtained through School Self-Evaluation (EDS). EDS SMA Negeri 1 Leuwiliang was conducted at the beginning of the 2019/2020 academic year.

Based on the Law on Teachers and Lecturers number 14 of 2005 article 1, teacher performance is framed within the scope of their duties and responsibilities, namely:

1. planning lessons,
2. Carry out learning
3. assess learning outcomes
4. guide and train learners, and
5. carry out additional duties attached to the main activities in accordance with the teacher's workload

In carrying out their main duties and functions, teachers must carry out good and careful planning. The implementation of learning will be more effective and efficient if previously prepared learning planning which includes: context analysis, annual programs, semester programs, KKM, RPP, assessment programs and follow-up plans. The implementation of student assessment is also the case, its implementation will be effective, efficient and accountable, especially to parents of students and students themselves if they are first assessed for their educational assessment program.

The EDS results of SMA Negeri 1 Leuwiliang in 2019/2020 supported by the results of teacher administration supervision show that the lowest achievement of SNP is the assessment standard with sub-elements of the education assessment program. From 48 teachers, the following data were obtained:

- ☒ No teacher has structured the assessment program according to the provisions
- ☒ 42 teachers arranged the assessment program not in accordance with the provisions
- ☒ 6 teachers did not develop assessment programs

Table 1. Pretest Results of SMA Negeri 1 Leuwiliang Teachers

Value Interval	Designations	The number of teachers	Percentage
86 - 100	Very Good	0	0 %
71 - 85	Good	0	0 %
56 - 70	Keep	9	18,75 %
41 - 55	Enough	20	41.67 %
≤ 40	Less	19	39.58 %
SUM		48	100 %

From the table above, data obtained that none of the teachers had a good and very good understanding of the education assessment program, while only 18.75% had a moderate understanding, and the rest were sufficient and lacking in understanding the education assessment program.

School development aims to achieve 8 National Education Standards (SNP) Government Regulation (PP) RI No. 32 of 2013 concerning changes to PP No. 19 of 2005 concerning National Education Standards. The achievement of 8 SNPs, specifically for Assessment Standards, is carried out by conducting In House Training (IHT) activities.

In this IHT activity, the elements involved are all teachers as participants and supervisors, coaches, and principals, presenters. This IHT activity is product-based and the product is an educational assessment program.

The general objectives of school development are: improving the achievement of 8 (eight) National Education Standards, providing excellent and optimal services to students and parents as well as the community.

The specific objectives of school development, especially educational assessment standards are SMA Negeri 1 Leuwiliang teachers have a sufficient understanding of the theory of Education assessment standards, SMA Negeri 1 Leuwiliang teachers have the ability to compile Education assessment programs, SMA Negeri 1 Leuwiliang has education assessment program documents for all teachers.

The expected results of the In House Training (IHT) activity as an effort to improve the ability of SMA Negeri 1 Leuwiliang teachers in compiling educational assessment programs are: The implementation of student assessment in a planned and accountable manner, The emergence of enthusiasm from SMA Negeri 1 Leuwiliang teachers in assessing students both aspects of attitudes, knowledge and skills. Making the assessment results as evaluation and introspection material for teachers in improving the ability to understand the material taught to students and perfecting the chosen learning method/model.

METHOD

The methods used for initial data collection before IHT and after are:

- a. Extracting documents using the teacher data checklist method that collects educational assessment programs before IHT
- b. Interview
- c. Pretes
- d. Postes

Extracting documents using the teacher data checklist method that collects educational assessment programs after IHT.

RESULTS AND DISCUSSION

School Profile

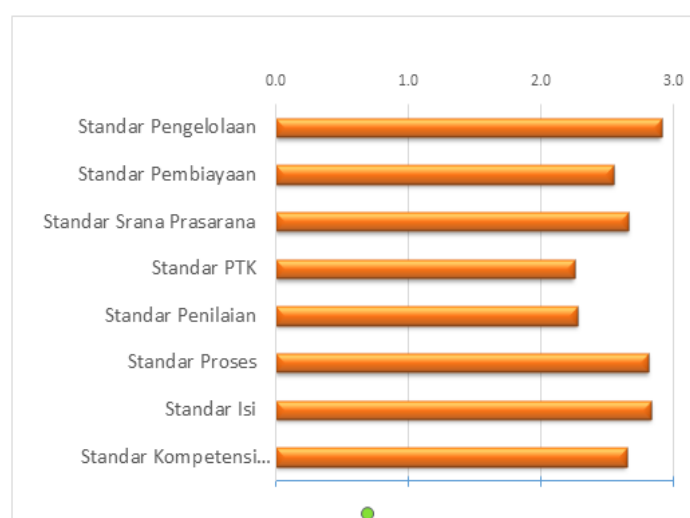
1	School Name	:	SMAN 1 LEUWILIANG
2	NPSN	:	20210601
3	Education Level	:	SMA
4	School Status	:	Country
5	School Address	:	Kp. Sawah Kulon No. 47 Rt.04/02 Jl. Raya Leuwiliang
	Postal Code	:	16640
	Neighborhoods	:	Leuwiliang
	District	:	Leuwiliang District

	District/City	:	Bogor District
	Province	:	Prov. West Java
	Country	:	Indonesian
6	Vision	:	To become a leading school in West Java Province in the academic and non-academic fields with a global perspective based on faith and piety whose cultural values and national character are imbued
7	Mission	:	1. Improve the quality of students.
			2. Improve the quality of learning
			3. Improve the quality of infrastructure.
			4. Increase faith and piety.
			5. Improve the quality of education and education personnel.
			6. Increase the participation of parents, students, alumni and the community.
			7. Improve the character of educators, education staff and students through various learning, extracurricular and learning activities
10.8	Purpose	:	1. Periodic fulfillment of 8 SNPs
			2. Increased professionalism of educators
			3. Improving the quality of services Education staff
			4. Improving the quality of student academic achievement
			5. Improving the quality of non-academic achievement of students
			6. Produce competitive graduates both in higher education and in the world of work
			7. Improving student character education
			8. Utilize school resources effectively and efficiently
			9. Increase the sense of nationalism and love of the motherland
			10. Conduct school governance in a professional, transparent and accountable manner

Achievement of 8 (eight) National Education Standards (SNP)

NO	STANDARD	RESULT
1	Graduate Competency Standards	2.64
2	Content Standards	2.83
3	Process Standards	2.81
4	Assessment Standards	2.28

5	PTK Standard	2.25
6	Standard Shutter Infrastructure	2.66
7	Financing Standards	2.55
8	Management Standards	2.91



Graph 1. Achievement of 8 SNP SMA Negeri 1 Leuwiliang

1. Expected results on school development

The expected results of the In-House Training (IHT) activity as an effort to improve the ability of SMA Negeri 1 Leuwiliang teachers in compiling educational assessment programs are:

- 1.1. Implementation of student assessment in a planned and accountable manner
- 1.2. The emergence of enthusiasm from the teachers of SMA Negeri 1 Leuwiliang in assessing students in terms of attitudes, knowledge and skills
- 1.3. Making the assessment results as evaluation and introspection material for teachers in improving the ability to understand the material taught to students and perfecting the chosen learning method/model.

2. Success Indicators

The EDS results of SMA Negeri 1 Leuwiliang in 2018/2020 supported by the results of teacher administration supervision show that the lowest SNP achievement is the assessment standard with sub-elements of the education assessment program. From 48 teachers, the following data were obtained:

- No teacher has structured the assessment program according to the provisions
- 6 teachers who developed the assessment program were not in accordance with the provisions
- 42 teachers did not develop assessment programs

So after efforts to increase teacher understanding of the education assessment program through In House Training (IHT) at SMA Negeri 1 Leuwiliang, it is expected:

- All teachers understand about the theoretical foundations of educational assessment
- All teachers compile a complete and correct educational assessment program according to existing rules.
- All teachers carry out educational assessments based on their respective educational assessment programs.

3. Activity Program

Activities to increase teacher understanding of this educational assessment program are carried out through the In House Training (IHT) Program.

Activity Steps

1. Preparation

Related to school development activities for the implementation of the IHT program in order to increase teacher understanding of educational assessment programs starting from:

1. Coordinate with school residents (stakeholders) to assist in the implementation of school development.
2. Mensinitialization to school residents
3. Develop guidelines for IHT development activities
4. Make a committee decree, resource person attendance list, committee attendance list and participant attendance list.
5. Create invitations for resource persons and participants
6. Determine sources
7. Prepare materials and references
8. Compiling instrument monitoring activity (refers to the steps of activity)
9. Develop an evaluation instrument for the development of 8 SNPs specifically for educational assessment standards sub-elements of the education assessment program by referring to the indicators to be achieved.

2. Implementation

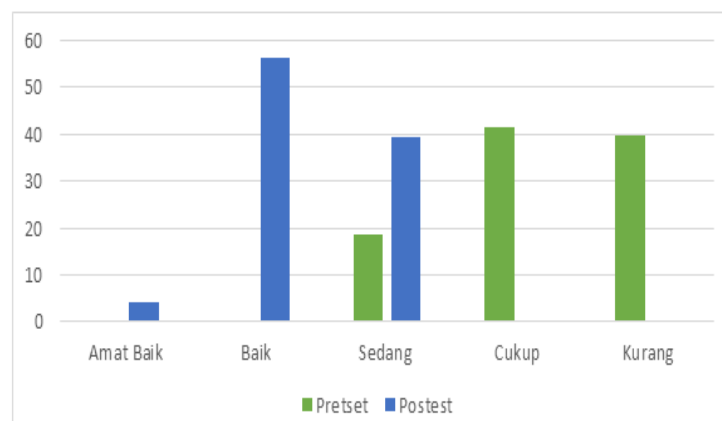
- a. Carry out IHT activities that have been prepared based on guidelines that have been made in accordance with the provisions of the development of 8 SNPs.
- b. Involving stakeholders(school residents) in activities in accordance with what will be achieved
- c. Delivering material through initial socialization and during the implementation of IHT
- d. Record events from the beginning of the activity to the end of the activity.
- e. Schedule of In House Training activities in order to increase teacher understanding of the educational assessment program at SMA Negeri 1 Leuwiliang:

Table 2. Posttest Results of Teachers of SMA Negeri 1 Leuwiliang

Value Interval	Designations	The number of teachers	Percentage
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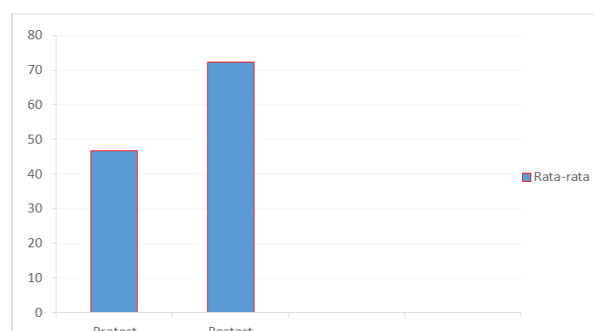
86 - 100	Very Good	2	4,17 %
71 - 85	Good	27	56.25 %
56 - 70	Keep	19	39.58 %
41 - 55	Enough	0	0 %
≤ 40	Less	0	0 %
SUM		48	100 %

From the table above, data were obtained that none of the teachers had a very good understanding of the educational assessment program, reaching 4.07% from the initial 0%, having a good understanding of 56.25% from the initial 0%, having a moderate understanding of 39.58% from the beginning of 18.75% and having sufficient understanding and less than 0% from the initial 41.67% and 39.58%. Increasing teacher understanding of assessment program theory can be seen from the following graph:



Graph 2. Teacher understanding of assessment program theory

The average score obtained by teachers increased significantly from 46.67 to 72.29:



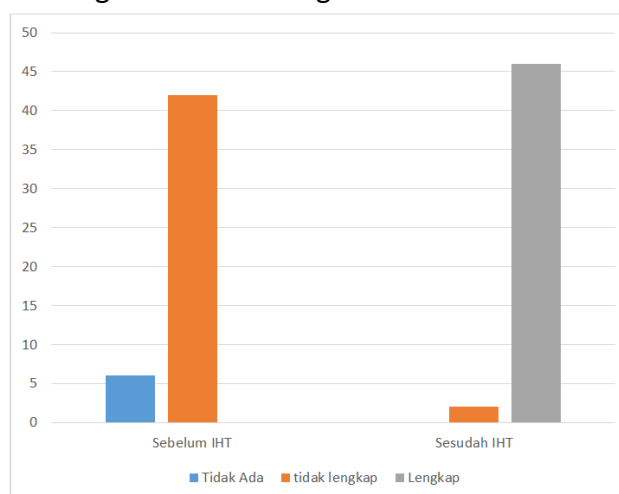
Graph 3. Pretest and posttest results

Completeness of teacher administration, specifically for educational assessment programs, obtained the following data:

Table 3 Completeness of SMA Negeri 1 Leuwiliang teacher assessment program

Conditions of Completeness of the Assessment Program	None	incomplete	Complete
Before IHT	6	42	0
After IHT	0	2	46

Graph of the condition of the Completeness of the State High School Education Assessment Program 1 Leuwiliang before and after IHT:



Graph 4. Completeness of the teacher assessment program of SMA Negeri 1 Leuwiliang

Monitoring and Evaluation

In-House Training activities to increase teacher understanding of the educational assessment program at SMA Negeri 1 Leuwiliang will run effectively and efficiently if monitoring the implementation of the program is carried out. This monitoring activity is to measure the extent to which the planned program is running well or not. The follow-up of the monitoring is evaluation, which evaluates the challenges and problems obtained when IHT activities are carried out.

The implementation of this monitoring is carried out directly by the principal as a manifestation of one of his competencies, namely supervision competence. The results obtained from the monitoring are as follows:

No.	Activity Description	Implementation		Evaluation	Information
		Yes	Not		
1	Socialization of School Development Plan	√			
2	Making money instrument activities	√			

3	Coordination of school development implementation	√			
4	Motivate all school residents to be involved in school development	√			
5	IHT Implementation: Efforts to improve teachers' ability to develop assessment programs through In House Training Activities at SMA Negeri 1 Leuwiliang	√		Two teachers did not immediately put together a perfect assessment program	Given an additional two days
6	Activity Monitoring and Evaluation	√			
7	Report preparation	√			
8	Report submission	√			

Reflection

In-House Training activities increase teacher understanding of educational assessment programs in a form of training program, with training materials, training time and place determined according to needs. SMA Negeri 1 Leuwiliang carried out this activity in order to improve teacher competence in fulfilling one of the 8 National Education Standards, namely Education Assessment Standards.

An important training to be given to teachers as part of improving the quality of educational services to students and parents. In-house training also helps measure the extent of teacher enthusiasm in increasing and improving their professionalism, especially in increasing scientific understanding that can support their performance as primary educators in schools.

In house training material must be relevant to more specific problems arising from the problems of SMA Negeri 1 Leuwiliang. Schools take the material of this assessment program intended to improve the understanding and ability and willingness of teachers in compiling, documenting and having an educational assessment program. With In House Training, increasing teacher understanding of this educational assessment program, teacher services to students at SMA Negeri 1 Leuwiliang have increased and accountable.

Resources

Resources that support the implementation of school development programs in meeting 8 National Education Standards, especially assessment standards with a focus on increasing teacher understanding of assessment programs through IHT are:

1. Human resources: Head of Office Branch, School Principal, Supervisor as resource person, Teacher, School Administration Staff, students and school committee
2. Non-human resources: School infrastructure facilities include hall rooms, audio-visual equipment, LCD projectors, laptops, printers, paper, ink and others.
3. Finance is obtained from BOS (School Operational Assistance) funding and school finances sourced from parents of students

CONCLUSION

This study concluded that there was an increase in teachers' understanding of educational assessment theory, this can be seen from the average pretest result of 46.67 increased during the posttest to 72.29. Increasing the ability of teachers in compiling educational assessment programs, preliminary data before IHT was obtained 6 people did not compile education assessment programs, 42 people compiled education assessment programs but were incomplete and no one compiled a complete education assessment program. After the implementation of IHT, data were obtained: there were no teachers who did not compile an educational assessment program, 2 people compiled an incomplete but then improved and 46 people compiled a complete education assessment program. SMA Negeri 1 Leuwiliang has a complete educational assessment program document from all teachers.

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