

## INCREASING TEACHER SKILLS IN WRITING ASSESSMENT INSTRUMENTS THROUGH ASSESSMENT SUPERVISION

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**Abstract,** This study aims to find information about the level of teacher skills in writing asesment instruments with asesment supervision. The design of this research is qualitative research using descriptive method. The object of this research is the teachers of SDN 001 Kabun. The data in this study were obtained from the results of the supervision of the asesment process and all the results of writing the asesment instrument. Data collection in this study was carried out by the researchers themselves using observation techniques, using notes, and cameras. To validate the data in this study using the Triangulation technique. Through asesment supervision techniques, senior teachers can guide other teachers in need. Teachers are motivated to learn and strive to achieve further success. Based on the category of abilities that have been determined in this study, it turns out that for each cycle the results of the teacher's abilities always increase, so that the objectives of this study are achieved, namely teachers who achieve activity abilities and writing skills results 76% of the existing teachers. From these results, it can be concluded that the asesment supervision technique can improve teacher asesment writing skills

**Keywords :** Writing, asesment instrument, asesment supervision

### I. INTRODUCTION

Assessment is an important component in an education system. Writing assessment instruments is an inseparable part of action activities, even a vital thing in the education and teaching system in formal educational institutions. With the assessment, you will be able to know the progress and development of education from time to time and the progress of teachers in carrying out the teaching and learning process.

To find out the skills of teachers in carrying out assessment competencies, continuous academic supervision is

needed. Academic supervision is a series of activities to help teachers develop their skills in managing the educational process to achieve educational goals. Academic supervision is inseparable from teacher performance assessment in managing education. Sergiovanni in (Ministry of National Education, 2007:10) emphasized that the practical reflection of teacher performance assessment in academic supervision is to see the real conditions of teacher performance..

Based on the results of supervision, the teacher's skills in writing

assessment instruments at SDN 001 Kabun are still not in accordance with the expected results. This is evidenced by the scores obtained by the teachers when the supervision of the assessment process was carried out which only reached an average of 62.17% even though the good criteria set for writing instrument assessments were 76%.

Therefore, good assessment skills are needed from teachers in assessing student learning outcomes so that improving the quality of education at SDN 001 Kabun can increase. This can be done through assessment supervision techniques.

In this paper, only two types of competencies will be highlighted, namely the competence of planning the preparation of the grid, and compiling the question instrument based on the grid comprehensively in accordance with the objectives of this study, namely:

1. To explain the process of increasing teacher skill activities in writing assessments with assessment supervision techniques for SDN 001 Kabun teachers.
2. To explain the increase in the results of teacher skills in writing assessments with assessment

supervision techniques for the teachers of DN 001 Kabun..

The reason for using the assessment supervision technique to be researched is because the technique is considered more interesting so that it can provoke the enthusiasm of teachers in learning to write assessments because teachers can learn from the help of supervisors or school principals.

Assessment is an activity to make decisions about the learning outcomes of each student, as well as the success of students in the class as a whole. Assessment is also an indicator of teacher success in the learning process (Setiadi, 2008). As for Sujana (1990), limiting assessment as a process of assigning values to certain objects based on certain criteria. To determine the value of a learning outcome, the assessment is not always carried out through a measurement process. Assessment activities can be carried out by comparing the applicable criteria without the need to take measurements first.

Assessment activities are carried out by utilizing assessment tools. A good assessment tool is one that is able to measure the success of the educational process precisely and accurately according to Priyono et al. (2019: 146) that the principles of a good assessment

are: Validity, Fair, Integrated, Open, Completely Systematic, Criteria-based, and accountable, meaning that the assessment can be accounted for, both in terms of techniques, procedures and results. Priyono et al. (2019: 146) stated that the requirements for the assessment instrument are:

- a. The assessment instruments used by educators are in the form of assessments in the form of tests, observations, individual or group assignments, and other forms that are in accordance with the characteristics of the competence and level of development of students.
- b. The assessment instrument used by the education unit in the form of a final assessment and/or school/madrasah exam meets the requirements for substance, construction, and language, and has evidence of empirical validity.
- c. The assessment instrument used by the government in the form of the National Examination meets the requirements for substance, construction, language, and has evidence of empirical validity and produces scores that can be compared between schools, between regions, and between years..

The Mechanism of Assessment of Learning Outcomes by Educators includes: the design of assessment strategies by educators is carried out during the preparation of the lesson plan (RPP) based on the syllabus; Assessment of Learning Outcomes by Educators is carried out to monitor the process, learning progress, and improvement of learning outcomes through assignments and measurement of the achievement of one or more Basic Competencies; assessment of the attitude aspect is carried out through observation/observation; knowledge aspect assessment is carried out through written tests, oral tests, and skills assessment assignments are carried out through practice, products, projects, portfolios.

Judging from its form, the assessment of this type of test can be classified into 3 parts, namely: written, oral, and skill tests which can be described as follows, namely, 1) written test, is a written test is a test that requires students to provide written answers; 2) an oral test, which is a test whose implementation is carried out by holding direct questions and answers between educators and students, and 3) an action test, namely a test whose assignments are delivered in oral or written form and the implementation of

their duties is stated by actions or performance.

According to Sergiovanni (Snae et al. (2019:81) there are three objectives of academic supervision, namely, 1) helping teachers develop their professional abilities in understanding academics, classroom life, developing teaching skills and using their abilities through certain techniques, 2) to monitor process activities. teaching and learning in schools, and 3) to encourage teachers to apply their abilities in carrying out their teaching tasks, encourage teachers to develop their own abilities, and encourage teachers to have serious attention (commitment) to their duties and responsibilities.

For the purposes of this study, researchers used a direct approach. Direct approach (directive), which is a way of approaching problems that are principals who provide direct direction to educators. Supervision is carried out based on predetermined plans, using individual and group procedures and techniques.

## **II. RESEARCH METHODS**

This research is a school action research (PTS) school action research. The design of this research is qualitative research using descriptive method. The object of this research is the teachers of

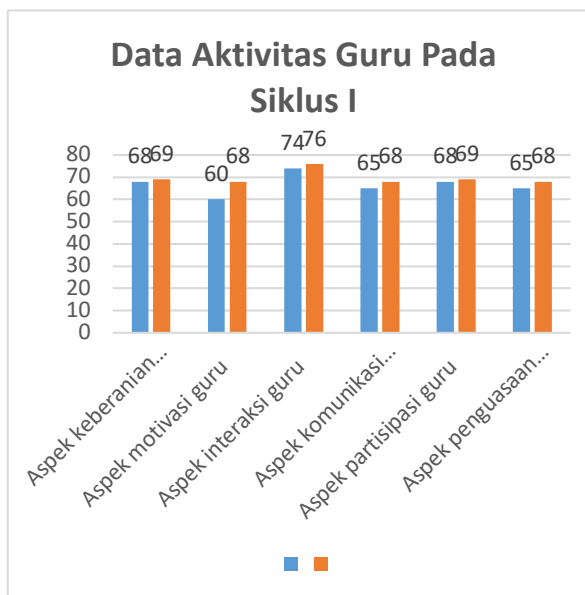
SDN 001 Kabun totaling 20 people. The data in this study were obtained from the results of teacher assessment supervision. Data collection in this study was carried out by the researchers themselves using observation techniques, using notes, and cameras.

To validate the data in this study using the Triangulation technique. Triangulation according to Wina (2011:12) is a way to get accurate information by using various methods so that the information can be trusted so that researchers do not make wrong decisions. Moleong (2010:332) states that researchers can check their findings through various sources, methods, or theories.

## **III. RESEARCH RESULTS AND DISCUSSION**

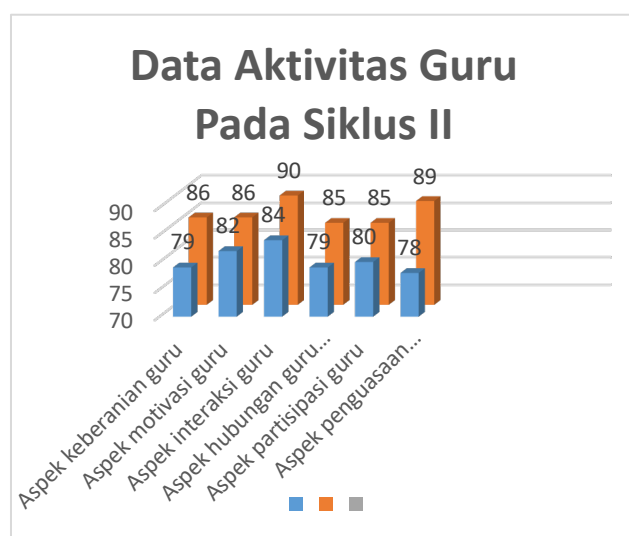
### **Cycle I**

To find out the improvement of teacher skills in writing assessment instruments with assessment supervision techniques through assessment supervision at SDN 001 Kabun which was carried out in two cycles with repeated stages, namely planning, action, observation, and reflection with indicators of action was the preparation of an assessment instrument. This can be seen in the graph I.



teachers are able to explain to their friends to be better, are responsible for the tasks given, are able to encourage their friends to contribute to the group, and respect the opinions of others. In addition, teachers can work well in groups so that assignments can be completed quickly. The results of teacher activities can be seen in the following graph.

In the table above, it can be seen that there was an increase in teacher activity in preparing assessment instruments. This teacher activity is marked by the teacher's ability to review competency standards, indicators, question indicators, adjust the type of test with indicators, write question numbers and answer keys that have not reached the set standards 76%.



### Cycle II

The results of observing the six indicators of teacher learning activities in the application of writing assessment instruments through supervision assessment techniques can help teachers activate their prior knowledge, and learn from the prior knowledge of their group mates. Teachers are also actively involved in increasing their attention, namely

Source: Research Processed Data

In the picture above, cycle II, the percentage of assessment ability is  $\geq 76\%$  and the average value is 82.88%. This shows an increase in the results of the ability to write assessment instruments. There are several explanations for improving teacher learning outcomes according to discussions based on assessment supervision techniques, teachers work together in groups with supervision techniques to study or understand different tasks to solve problems, increase commitment to success, can eliminate prejudice against peers, can foster a sense of togetherness teacher.

#### IV. CONCLUSION

Based on the findings of the research, there are several things put forward in this action research, namely the conclusion that assessment supervision techniques can increase teacher activity. The increase in teacher activity in question is 1) helping teachers develop their professional abilities in understanding academics, classroom life, developing assessment writing skills and using their abilities through certain techniques, 2) monitoring teaching and learning activities in schools, 3) Creating a positive attitude and sense of belonging. teacher's confidence, 4) Improve performance together. They work together to achieve common results, meaning that they are required to be responsible for joint success because joint success determines the progress of education at SDN 001 Kabun in particular and the world of education in general.

Based on the improvement of teacher performance in writing assessment instruments, implementing daily assessments, assessing learning outcomes, and implementing follow-up on student assessment results, it turns out that it affects student learning outcomes..

Based on the conclusions in this study, some suggestions can be put forward as follows:

1. For school principals, by applying assessment supervision techniques to teachers in writing assessment instruments, it can be used as an

alternative to increase teacher activities and abilities in carrying out their duties.

2. For schools, especially elementary schools, to enrich the supervision techniques of other approaches, so that the ability of teachers can be further improved with fun and meaningful activities so that the quality of education in schools can be better.

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