

Improvement of 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.

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I. INTRODUCTION

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

To find out the teacher's skills 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 evaluating teacher performance 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 look at the real conditions of teacher performance.

Based on the results of the supervision, the teacher's skills in writing assessment instruments at SDN 001 Kabun were still not in accordance with the expected results. This is evidenced by the scores obtained by teachers when supervising process assessments were carried out which only reached an average of 62.17% even though the good criteria set for writing instrument assessments were $\geq 76\%$.

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

In this paper, only two types of competencies will be highlighted, namely the planning competency of composing a grid, and composing question instruments based on a comprehensive grid in accordance with the objectives of this study, namely:

1. To explain the process of increasing teacher skill activity 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 DN 001 Kabun teachers.

The reason for using the assessment supervision technique for research is because the technique is considered more interesting so that it can provoke the teacher's enthusiasm 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 individual students, 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), limits assessment as a process of assigning values to certain objects based on certain criteria as well. To determine the value of a learning outcome, assessment is not always done through a measurement process. Assessment activities can be carried out by comparing the applicable criteria without the need to make 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 good assessment are: Validity, Fair, Integrated, Open, Comprehensive Systematic, Criterion-based, and accountable, meaning that assessments can be accounted for, both from techniques, procedures and results. Priyono et al. (2019: 146) suggests that the requirements for an 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 appropriate to the competency characteristics and developmental level of students.
- b. The assessment instruments used by educational units in the form of final assessments and/or school/madrasah examinations meet the requirements for substance, construction, and language, and have evidence of empirical validity.
- c. The assessment instrument used by the government in the form of National Examination meets the requirements for substance, construction, language, and has empirical validity evidence and produces scores that can be compared between schools, between regions, and between years.

Mechanisms for assessing learning outcomes by educators include: designing

an assessment strategy by educators when preparing a learning implementation 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 assignment and measurement of achievement of one or more Basic Competencies; attitude aspect assessment is carried out through observation/observation; assessment of knowledge aspects is carried out through written tests, oral tests, and assignments; skills assessment is done through practice, product, project, portfolio.

Judging from its shape, 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, a written test is a test that requires students to provide answers in writing; 2) oral tests, namely tests whose implementation is carried out by holding direct questions and answers between educators and students, and 3) action tests, namely tests whose assignments are delivered in oral or written form and the implementation of their duties is expressed by actions or performance.

According to Sergiovanni (Snae et al. (2019: 81) there are three objectives of academic supervision namely, 1) to help teachers develop their professional abilities

in understanding academic, classroom life, develop their teaching skills and use 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, to encourage teachers to develop their own abilities, and to encourage teachers to have serious attention (commitment) to their duties and responsibilities.

For the purposes of this study, researchers used a direct approach. The direct approach (directive), namely the way of approaching problems that are of the nature of the principal giving direct directions to educators. Supervision is carried out based on a predetermined plan, using individual and group procedures and techniques

II. RESEARCH METHODS

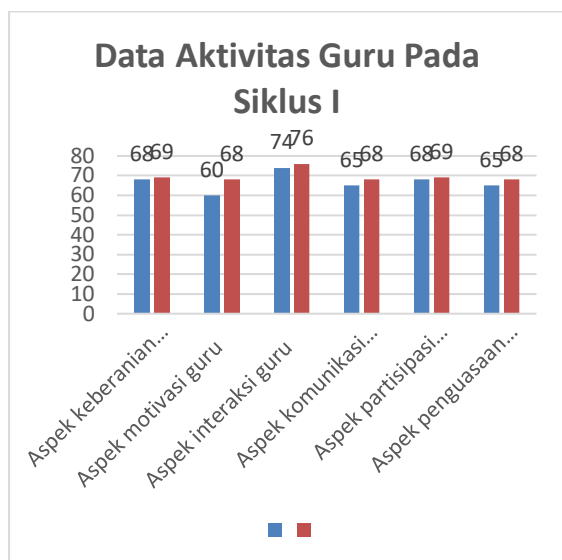
This research is a school action research (PTS) school action research. The research design is a qualitative research using descriptive method. The object of this study were 20 teachers at SDN 001 Kabun. The data in this study were obtained from the supervision of the teacher's assessment. Data collection in this study was carried out by the researchers themselves using observation techniques, using notes and cameras.

For data validation in this study using triangulation techniques. Triangulation according to Wina (2011: 12) is a way to obtain accurate information 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 increase in 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 action indicators is the preparation of assessment instruments. This can be seen in graph I.

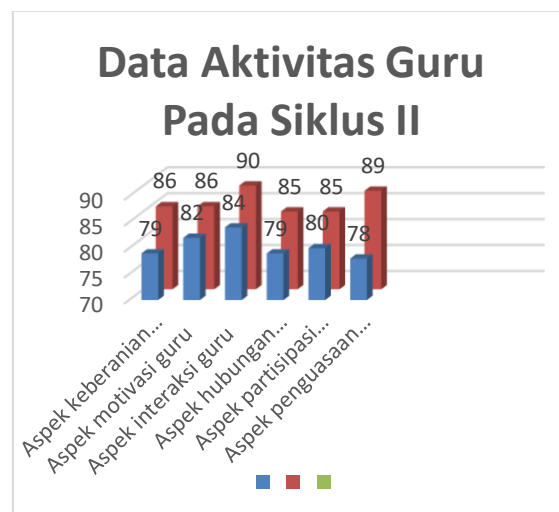


In the table above, it can be seen that there has been an increase in teacher activity in compiling assessment instruments. This teacher's activity is marked by the teacher's ability to review competency standards, indicators, question indicators, adjust the type of test to the indicators, write the number of questions and answer keys that have not reached the standard set $\geq 76\%$.

CYCLE II

The results of observing the six indicators of teacher learning activities in the application of writing assessment instruments through assessment supervision techniques can help teachers activate their prior knowledge, and learn from the initial knowledge of their group mates. The teacher is also actively involved in increasing their attention, namely the teacher is able to provide better explanations to his friends, is responsible

for the assignments given, is able to encourage his friends to contribute to the group, and respects the opinions of others. In addition, teachers can work well together in groups so that tasks can be completed quickly. The results of teacher activity can be seen in the following graph.



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 the discussion based on assessment supervision techniques, teachers work together in groups with supervision techniques to study or understand a different task to solve problems, increase commitment to success, can eliminate prejudice against peers, can foster a sense of community among teachers.

IV. CONCLUSION

Based on the findings of the research results, 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 academic, classroom life, developing skills in writing assessments and using their abilities through certain techniques, 2) to monitor teaching and learning process activities in schools, 3) Generating a positive attitude and a sense of teacher 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 improving teacher performance in writing assessment instruments, carrying out daily assessments, assessing learning outcomes, and implementing follow-up results of student assessments it turns out to affect student learning outcomes

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