

COMPETENCY-BASED TEACHER EVALUATION: EVALUATING TEACHERS' PEDAGOGIC AND SOCIAL SKILLS

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Abstract

Teacher performance assessment has not been optimal so far because it is not competency-based. Evaluation of teacher competencies is needed to improve the quality of learning. The purpose of this study is to evaluate the pedagogical and social competence of teachers based on teacher performance assessment instruments set by the Ministry of Education and Culture. This study uses a qualitative approach with a case study method. The subjects of the study are 10 teachers at SMKN 2 Sungai TFull Data collection instruments include classroom observation and interviews. The evaluation results showed that the teacher's pedagogic competence was good enough for the aspects of learning planning, material collection, and learning model. However, some teachers need to improve their social competence, especially communicating and cooperating. Teacher competency evaluation based on performance assessment instruments has proven to be effective in evaluating and improving teacher competencies in a standardized and comprehensive manner. To improve performance even more, teachers need to continue to follow self-development programs.

Keywords: teacher performance evaluation, competency assessment, pedagogical skills, social skills

INTRODUCTION

Teachers are an important factor in determining the quality of education. Therefore, an assessment system is needed that can measure teacher competence objectively and comprehensively. So far, teacher performance assessments have been based more on subjective observation and assessment. This is less reflective of teacher competence in a broad and measurable way (Putra et al., 2023). Competency-based evaluation is a crucial tool to assess teacher effectiveness in pedagogical and social aspects. Pedagogical skills include mastery of teaching materials, learning methods, and the ability to manage classes. Meanwhile, social skills involve the ability to interact positively with students, colleagues, and the school community (Oktarina et al., 2021).

The Law on Teachers and Lecturers Number 14 of 2005 requires the conduct of teacher performance assessments based on competence. Then through Government Regulation Number 74 of 2008, four competencies that teachers must have, namely pedagogical competence, personality competence, social competence, and professional competence (Santosa et al., 2022). To carry out teacher performance assessments in a comprehensive and measurable manner, the Ministry of Education and Culture has prepared a competency-based teacher performance assessment instrument.

This instrument is a reference in evaluating teacher competence through several aspects such as mastery of material, learning competence, moral integrity, professional commitment, and so on (Zulkifli et al., 2022; Utomo et al., 2023). However, the application of this instrument has not been carried out much. Therefore, this study aims to apply a

competency-based teacher performance evaluation instrument to assess the two main competencies of teachers, namely pedagogic and social competence.

Thus, the results of this evaluation are expected to provide an overview of the teacher's ability profile and become an input to improve teacher performance in a sustainable manner. The findings of this research are also expected to contribute to the development of a more objective and comprehensive teacher performance assessment system.

RESEARCH METHODS

This study uses an evaluation research method with a qualitative approach. The research population is all teachers at SMKN 2 Sungai TFull as many as 94 people. Meanwhile, the research sample is 10 teachers consisting of 3 Indonesian teachers, 2 Pancasila and Citizenship Education teachers, 2 mathematics teachers and 3 English teachers. The sampling technique uses purposive sampling, which is to determine samples based on certain criteria according to the purpose of the research.

The data collection techniques used include:

a. Classroom observation

The researcher observes the learning process to assess the teacher's pedagogic competence. Observation is carried out during one learning meeting (1 hour lesson) using an observation sheet that has been adjusted to the assessment indicators.

b. Interview

The interview was conducted to assess the teacher's social competence based on the indicators in the interview guideline. The interview was carried out after the class observation was completed.

c. FGD (Focus Group Discussion)

The FGD was held to obtain additional data on teachers' social competence through interaction between FGD participants based on the guidelines that had been prepared. The FGD participants consisted of six sample teachers and subject coordinators.

Data analysis is carried out qualitatively by organizing data, grouping into related units, synthesizing, and making conclusions. The assessment results are categorized into four categories, namely very good, good, adequate, and poor.

a. Learning Planning

From the results of the study, 3 teachers (30%) received the "excellent" category and 7 teachers (70%) received the "good" category. This means that overall teachers are able to plan learning carefully and comprehensively in accordance with the curriculum, indicators, and learning models to be used.

b. Collection and Organizing of Materials

All teachers (100%) get the "good" category. This means that teachers are able to collect and organize learning materials well based on the characteristics of students.

c. Learning Models and Strategies

Seven teachers (70%) received the "good" category and three teachers (30%) received the "excellent" category. So that for this aspect, in general, teachers are able to apply various learning models and strategies and support the achievement of student competencies.

1. Teacher's Social Competency Profile

a. Ability to Communicate and Interact

Five teachers (50%) received the "adequate" category and five teachers (50%) received the "good" category. This means that some teachers need to improve their communication and interaction skills with students.

b. Ability to Work Together

Four teachers (40%) received the "adequate" category and six teachers (60%) received the "good" category. Therefore, some teachers need to improve their ability to cooperate with related parties.

CONCLUSION

Based on the results of the evaluation of teacher competencies at SMKN 2 Sungai TFull using competency-based teacher performance assessment instruments, the following can be concluded: In general, teachers' pedagogic competence in terms of lesson planning, material collection, and the application of learning models and strategies is classified as "good". This shows that teachers are able to design and implement the learning process well according to the curriculum and indicators that have been set. For the aspect of social competence, namely the ability to communicate and interact, some teachers still need to improve the proficiency of these soft skills. Meanwhile, for the ability to work together, some teachers also need to improve these skills. Teacher competency evaluation based on assessment instruments has proven to be effective in measuring competence comprehensively and standardized. The feedback provided through this evaluation can be used by teachers to improve their performance in the future. The next research needs to increase the research sample and evaluate teachers based on four main competencies and conduct continuous observations and interviews within a certain period of time.

Therefore, teachers are encouraged to continue to improve their competence through training and self-development. Meanwhile, schools need to support the process of improving teacher competence with various facilities.

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