

PERFORMANCE ASSESSMENT FOR VOCATIONAL HISTORY TEACHER AS CERTIFIED EDUCATOR

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PERFORMANCE ASSESSMENT FOR VOCATIONAL HISTORY TEACHER AS CERTIFIED EDUCATOR

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Abstract

The purposes of this study were: 1) to obtain evaluation instrument of vocational high school history certified teacher's performance, and 2) to know the level performance of vocational high school certified teacher. This study used descriptive quantitative method. Validator of this study were 6 evaluation experts where in the operational trial consists of 3 vocational school teachers, 3 principals, and 60 students of SMK I Yogyakarta, SMK 1 Sewon Bantul, and SMK 2 Sewon Bantul. The result of the study shows that (1) the performance assessment instrument of certified history teachers is declared eligible by the experts with a mean score of 4.23 and have a good readability with a score of 4.12 (assessed by three principals, three teachers and six students); (2) the performance level of vocational history teacher who has been certified educator in Yogyakarta showed the average score of 4.20, which categorized as excellent. Based on the assessment, the score was 4.28 assessed by teachers or categorized as excellent; 4.26 assessed by principals or categorized as excellent; and 4.12 assessed by students or categorized as good. While, the teacher's performance level in: planning component showed a score of 4.22 or categorized as excellent; teaching and learning implementation component showed 4.20 or categorized as excellent; and learning evaluation component showed a score of 4.19 or categorized as good.

Keywords: *instrument, historical teacher performance, vocational, certified teacher profession*

PENILAIAN KINERJA GURU SEJARAH SEKOLAH MENENGAH KEJURUAN BERSERTIFIKAT PENDIDIK

Abstrak

Penelitian ini bertujuan untuk: (1) memperoleh instrumen penilaian kinerja guru sejarah SMK yang sudah bersertifikat pendidik yang layak, dan (2) mengetahui tingkat kinerja guru sejarah SMK yang sudah bersertifikat pendidik. Penelitian ini menggunakan metode deskriptif kuantitatif. Validator dalam penelitian ini sebanyak 6 orang pakar evaluasi, dan dalam uji operasional lapangan terdiri dari 3 guru SMK, 3 kepala sekolah, dan 60 siswa yang diambil dari SMK I Yogyakarta, SMK 1 Sewon Bantul, dan SMK 2 Sewon Bantul. Hasil penelitian menunjukkan bahwa (1) instrumen penilaian kinerja guru sejarah SMK yang sudah bersertifikat pendidik di nyatakan layak oleh para ahli dengan rerata skor sebesar 4.23 dan memiliki keterbacaan yang baik skor 4.12 berdasarkan penilaian 3 kepala sekolah, 3 guru dan 6 siswa, (2) tingkat kinerja guru sejarah SMK yang sudah bersertifikat pendidik di Daerah Istimewa Yogyakarta menunjukkan rerata skor 4.20 yang berarti kinerja guru sangat baik. Berdasarkan hasil penilaian guru rerata skor menunjukkan 4.28 atau sangat baik, kepala sekolah 4.26 sangat baik, dan hasil penilaian siswa 4.12 atau kriteria baik. Sedangkan secara keseluruhan kinerja guru komponen perencanaan memperoleh skor 4.22 kategori sangat baik, komponen pelaksanaan pembelajaran 4.20 kategori sangat baik, dan komponen evaluasi pembelajaran sebesar 4.19 atau kategori baik.

Kata kunci: *instrumen, kinerja guru sejarah, SMK, profesi pendidik*

PENDAHULUAN

The teacher's main problem on post-certification is their responsibility in improving their performance of teaching and learning activities and responsibility of other professions. Teachers who already get certification must have a better performance than teachers who have not got certification program. The changes of occurrence in all life aspects as the effect of globalization, knowledge and technology development led to new challenges that need to be addressed carefully and systematically by teachers as certified educators. The changes affected to the quality of education in general, and the quality of teacher education in particular in improving teacher performance professionally.

There is a reality that it can be identified as the causes of low history teachers' performance in learning instructional practices: (1) less supervision from supervisors and principals on teacher performance in learning implementation; (2) no students' assessment towards the teacher performance in learning implementation; (3) the function of LPTK not optimal, (4) no evaluation model of vocational history teacher performance comprehensively in evaluating teacher performance; and (5) other factors both internal and external factors of low teacher performance as certified educators (Akinola, 2013). As stated by Smith and Jenn (Nadeem et al., 2011), internal factors impact on the teachers' feeling of success and a number of external forces can aid teachers' success. Yariv (2011) adds that poor management skills and the lack of adequate supervision could be seen as the external factors that influenced the teacher low performance.

On the other hand, according to Nadeem et al. (2011), one of the factors that determine school effectiveness and students' learning outcomes in all education system is the performance of the teachers. Content knowledge of the subject can be the most obvious requirement for teacher to be an effective educator (Rubio, 2009). Reynolds & Muijs, McBer, Ferguson & Womackl (Rubio, 2009) explained that content knowledge of an effective teacher provides effective communication among students. The students absolutely expect the teacher to have good content knowledge to be considered effectively and

inspire them for confidence, and enhances the learning achievement.

The effort of improving the education quality is a process that must be implemented dynamically and continuously in order to achieve the educational goals effectively and efficiently. Some of the basic dimensions in education quality mentioned by (Rasheed, 2000) are the relevant curricula and materials for the acquisitions of basic skills and knowledge as the content of education and child-centered teaching approach used by teacher in well-managed classrooms and skillful assessment to facilitate learning. In addition, in order to improve the national education quality, the government has done carried out some efforts in developing curriculum and learning material, improving evaluation system, providing book and learning material, improving education facilities, and improving the teachers' competence and school principal's quality. Similarly, history teachers must have a comprehensive competence.

Regarding to improve the teacher's performance in teaching and learning process, a comprehensive instrument development for certified vocational history teacher's performance are considered. The comprehensive instrument provides accurate information for school leaders and beneficial for the program in which to improve the professionalism of vocational teachers. One more important thing is that the performance of certified teacher should be assessed professionally in order to provide accurate information for school leaders. As defined by Aguinis (Elliott, 2015), a performance appraisal, or in this case is assessment, is the ongoing process in accordance with an organization's strategic goals that is used for identifying, measuring and developing someone's performance. Elliott (2015) adds that appraisal involve formative and summative aspects. Those aspects focus on the developing performance, such as career development, professional learning and feedback and evaluate performance for career progression. In this case the teacher performance appraisal certified educator in vocational focus is on formative assessment that includes performance for implementing learning.

On the other hand, Darling-Hammond (2010) mentions that performance assessments can help teachers to improve their practice. In order to have effective system of

performance assessment, Isore (Elliott, 2015) classifies the instruments into the four key elements: (1) teachers are involved in the process of assessment, (2) stakeholders understand the assessment process and have common language for quality development; (3) teachers take opportunity to express their perceptions and concern to the process; and (4) teachers have confidence in the evaluation.

In addition, to provide a good quality of history learning program, both for its process and achievement, we need to develop an instrument for assessing the certified teacher of vocational school for history learning subject as the evaluation. A diverse range of evaluation is necessary to measure accurately the effectiveness of performance assessment and to determine its credibility as a means of developing the teachers' performance (Elliott, 2015). Thus, the focus of the study is the development of teacher performance instrument for certified vocational high school teacher of history learning.

In assessing teacher performance, the roles of teacher also have to be considered. As classified by Breen & Candline and Richards & Rodgers in (Yan, 2012), teachers' roles are: (1) as managers and organizers where they take responsibility in organizing various activities, effective, and relevant to the classroom teaching; (2) as facilitators in order to motivate students in learning and develop students' potential and to have progress on the students' achievement so that a success-oriented learning atmosphere could be created; and (3) as counselors, teachers be able to give advice and help students to achieve more efficient learning. Gibbs (Rubio, 2009) also adds that teachers need, these are to be able to survive the, challenges, demands, and threats within the teaching diverse circumstance.

Gibbs (Rubio, 2009) mentions that an effective teacher needs to be prepared to avoid failure and they need the capacity to be persistent, flexible, and innovative on new teaching approaches. Stronge et al. (Rubio, 2009) add that effective teacher needs to have a psychological influence on the students and have a strong influence on the students' achievement. In addition, according to Killen (Rubio, 2009), effective teacher has their own goals of teaching clear. A teacher may provide the answer for a question come from to the students, which can be effective only if the

main objective is simply to compare and analyze different result.

Improving the quality of education can be reached by improving the learning quality and assessment and evaluation system quality (Mardapi, 2011, p. 8). The improvement of learning quality in all education level would also improve the quality of education. Based on the target aspect, evaluation of educational field can be divided into two, macro evaluation and micro evaluation. The target of macro evaluation is the planned educational program that used to improve education field. On the other hand, micro evaluation is used in the class level where teacher has responsibility in developing and implementing the learning program, while school has responsibility in evaluating the learning activity including assessing the performance of teachers that implement teaching learning process.

Test, measurement, and assessment are three basic concepts in implementing evaluation. Test is a method in which to measure someone's ability indirectly through individual's response towards stimulus or question (Mardapi, 2011, p. 2). Test used as a tool to measure students' competence that related to their attitude, interest, motivation, and perception. On the other hand, measurement is the quantification of individual competence on cognitive, affective, and psychomotor domain (Mardapi, 2011, p. 1). Stark & Thomas, 1994 (p. 46) adds that assessment is a process that provides information about individual student, curriculum, institution, etc. Hopkins & Stanley (Oriondo & Antonio, 1998, p. 3) define evaluation as a process of summing up the results of measurements or tests, giving them some meaning based on value judgement. Evaluation can be the determination of collecting information and the achievement of a program, product, purpose, or potential benefit of alternative approach design in order to maintain particular approach. To assess the effectiveness of the performance evaluation model, researcher needs to review the criterion component for the effectiveness. Kandak & Egen (Widoyoko, 2007, p. 76) classified three interrelated features of effective assessment in the real world of the classroom teacher in which assessment must be valid, systematic, and practical. Burden & Byrd, 1999 (p. 335) also add that validity, reliability,

and practicality are the characteristics of good assessment instruments.

Regarding to the assessment of teacher performance, Shepard (Parkes, 2010) points out that assessment should be conducted during teaching and learning process. In addition, Crowe (Darling-Hammond, 2010) states that assessment is needed to inform whether teachers have developed teaching skills effective for their students. Darling-Hammond (2010) also adds assessment as a guidance development of the teacher that can be used for evaluating and improving teacher education, mentoring, and professional development programs. While, Schacter points out the idea behind teacher performance assessment is where in order to evaluate a teacher, one needs to determine what teacher needs to know and be able to do, and demonstrates their knowledge through performance.

Johanty (Nadeem et al., 2011) explains that teacher performance as the most crucial input in education field and teacher is the most critical component of any system of education. How well they teach depends on qualification, experience, motivation, training, aptitude and other factors. Aspects of teacher performance involves many things related to both input and learning process. Nadeem et al. (2011) also identified some factors that influence teacher performance. Some of them are increased demands of time, low payment, disruptive students, and lack of support from staff at all levels. It has a significant impact on teachers' attitude toward their jobs.

In addition, some practitioners (Elliott, 2015) mention the following conditions are requirements to improve teacher performance. Some of them are: (1) teacher opportunity to have self-reflection and goal setting; (2) regular classroom observation and the constructive feedback from principals or managers and peers; (3) frequent feedback on classroom performance as an ongoing dialogue; and (4) opportunities to contribute to and engage in teamwork, collaboration and action learning.

Study on measuring performance of teacher certification program by Wahyudi, Supranoto, & Suji (2012) showed that teacher certification program has positive impact on improvement the quality of the teacher. Intended impact achievement of teacher certification program shows positive score that mean teacher certification program is good.

Therefore, government policy (hypothesis) in enhancing quality of education through increasing the number and quality of professional teacher by certification program is proven relevant, although the positive achievement is not yet optimum. Darling-Hammond (2010) on his article also mentioned that developing teacher effectiveness is as important as measuring it. He reported that teachers who went through the board certification process caused them to be able to improve their subject matter knowledge, design and delivery of instruction, classroom management, and evaluation of and support for student learning.

THE STUDY

This research used descriptive quantitative method. This study conducts 4 steps in research as (1) preliminary stage, (2) planning stage, (3) validity and revision stage, and (4) implementation stage. The model of vocational certified teacher's performance refer to the procedure of research as: (1) designing assessment Instrument, where the process of planning the instrument draft of assessment performance for vocational certified teacher are based on the theoretical framework, the concept and model of educational assessment, and previous relevant studies; (2) Expert Judgement where it is implemented to obtain need assessment, selection, and evaluation. This technique used to make assessment instrument of vocational certified teacher performance and involving 6 experts in evaluation; and (3) Research Implementation where it involves 3 vocational history teachers, 3 principals, and 80 students of SMK I Yogyakarta, SMK 2 Depok Sleman, dan SMK Muhammadiyah Karangmojo by using purposive sampling.

The techniques of collecting data used are Delphi technique to have instrument validity, questionnaire to obtain information about the teacher performance level of vocational certified teacher, interview to have direct information from teachers, principals, and students as the informant, and documentation study to have written data information about the problems toward the vocational certified teacher performance.

The technique of analysis data uses qualitative descriptive analysis technique to

present the research result in simple form and interactive analysis technique (Miles & Huberman, 1994). The components of this analysis model are data reduction, data presentation, and conclusion or verification. The data collection processes are continuous and repetitive in the form of a cycle. The quantitative data is converted into qualitative data as follows.

Table 1. Quantitative Data Conversion into Qualitative Data

Mean Score	Classification
> 4.2	Excellent
> 3.5 – 4.2	Very Good
> 2.5 – 3.4	Good
> 1.5 – 2.4	Enough
≤ 1.4	Less

FINDINGS

Based on methods used of the study provide the concept performance of vocational history teacher through some processes such as discussion, seminar of the instrument, and trial test. These processes has been content validated by some experts in history education. Theoretical, empirical, and practical of study, and intensive discussion of researcher team showed that the assessment instrument of vocational history teacher's performance was eligible and could be used by principals and supervisor in assessing the teacher performance. Based on methods used, the researcher used 4 stages, namely: (1) preliminary stage, the research process in collecting the data information regarding to vocational certified history teacher in DIY; (2) planning stage of vocational certified history teacher's performance; (3) validation stage by expert; and (4) implementation stage to evaluate the performance level of vocational certified history teacher. Indicator instrument drafted refers to the theories of learning used to construct the instrument in this study had good content validity

The result of the study shows that 1) the assessment instrument of vocational certified history teacher's performance was eligible by mean score of 4.23 and has good legibility by mean score of 4.12 which is based on assessment from 3 principals, 3 teachers, and 6 students; (2) the mean score of level performance of vocational certified history

teacher was 4.20 or can be categorized as excellent. This shows that in general is good for use either by an expert assessment and assessment by the teacher legibility

The validation experts toward the performance instrument of vocational certified history teacher was 15 experts, which were 6 experts in education evaluation, 3 principals, 3 vocational teachers, and 6 students. The assessment's scale was 5, where 1 for minimum and 5 for maximal score. The following is the assessment mean score of first step towards the performance instrument of history teacher.

Table 2. Assessment Result of History Teacher's Performance Instrument

No	Assessment Aspect	Mean Score
1	Clarity of questionnaires' instruction	4.50
2	Clarity of history teacher performance's indicator	4.33
3	Clarity of history teacher performance's systematic	3.84
4	The use of standardized language	3.70
5	Understandable statement problem	4.17
6	Clarity of words and sentences used	4.50
7	Letter font size	3.84
8	Grammar and punctuation	4.00
9	Writing format	4.17
Total Mean score		4.23

N=6

Table 3. The Assessment Result of Principals, Teachers, and Students toward the History Teacher's Performance

No	Assessment Aspect	Mean Score
1	Clarity of questionnaires' instruction	4.44
2	Clarity of history teacher performance's indicator	3.89
3	Clarity of history teacher performance's systematic	4.22
4	The use of standardized language	4.44
5	Understandable statement problem	4.00
6	Clarity of words and sentences used	3.89
7	Letter font size	3.89
8	Grammar and punctuation	4.22
9	Writing format	4.11
Total Mean Score		4.12

N=12

Based on the assessment result in Table 2, the mean score is 4.23, the instrument is eligible, and it can be categorized as excellent which means that it is feasible to implement. The clarity of questionnaires' instruction and words and sentences aspect have the highest score of 4.50. While, the lowest score of the assessment aspect is the use of standardized language aspect, which is 3.70.

Based on the assessment result in table 3, each aspect can be categorized as good by mean score of 4.12. The performance instrument of vocational history teacher can be implemented in each school regarding to give evaluation on the teacher performance corresponding to the field conditions.

Based on the field trial test towards 1 vocational principal, 1 vocational teacher, and 20 students on each vocational schools, the level performance of vocational history teacher are as follows.

Based on the assessment result (Table 4) of principal, teacher, and students, the mean score of history teacher performance in implementing history subject learning is 4.46 and it can be categorized as excellent. The assessments that carried-out by principals, teachers, and students provide high mean scores, which are 4.62, 4.37, and 4.38. It can be concluded that the performance of history teacher in SMK I Yogyakarta is excellent.

Based on the assessment result (Table 5) of principal, teacher, and students, the mean score of history teacher performance in implementing history subject learning is 4.16 or it can be categorized as good. The assessments by principals, teachers, and students also provide high mean scores, which are 4.10, 4.32, and 4.05. It can be concluded that the performance of history teacher in SMK I Sewon is good.

Table 4. The Assessment Result of Principals, Teachers, and Students towards History Teacher's Performance in SMK I Yogyakarta

Principal Performance Component	Evaluator			Variable of Mean Score
	Teacher	Principal	Student	
1. Planning of Teaching and Learning	4.30	4.70	4.14	4.38
2. Teaching and Learning Implementation	4.37	4.50	4.44	4.44
3. Teaching and Learning Evaluation	4.44	4.67	4.55	4.55
Total of Mean Score	4.37	4.62	4.38	4.46

Table 5. The Assessment Result of Principals, Teachers, and Students towards History Teacher's Performance in SMK Negeri I Sewon

Principal Performance Component	Evaluator			Variable of Mean Score
	Teacher	Principal	Student	
1. Planning of Teaching and Learning	4.37	4.30	4.14	4.27
2. Teaching and Learning Implementation	4.30	4.00	4.00	4.10
3. Teaching and Learning Evaluation	4.14	4.00	4.00	4.05
Total of Mean Score	4.32	4.10	4.05	4.16

Table 6. The Assessment Result of Principals, Teachers, and Students towards History Teacher's Performance in SMK Negeri II Sewon Bantul

Principal Performance Component	Evaluator			Variable of Mean Score
	Teacher	Principal	Student	
1. Planning of Teaching and Learning	4.30	4.14	3.89	4.11
2. Teaching and Learning Implementation	4.14	4.00	4.00	4.05
3. Teaching and Learning Evaluation	4.00	4.00	3.89	3.96
Total of Mean Score	4.15	4.07	3.93	4.05

Based on the assessment result of principal, teacher, and students, the mean score of history teacher performance in implementing history subject learning is 4.05 or it can be categorized as good. The assessments by principals, teachers, and students also provide high mean scores, which are 4.07, 4.15, and 3.93. It can be concluded that the performance of history teacher in SMK II Sewon Bantul is good.

Besides giving assessment towards the vocational history teacher's performance, the validators also comment and give feedback regarding to performance instrument legibility for vocational history teacher in implementing the learning of history subject.

The findings of the study also are supported by observation and interview to the principals and teachers that indicate the performance of vocational certified history teacher performance is very good. Teacher performance of vocational certified teacher should be improved to have good enhancement on teacher professionalism for those who already have certification. Based on history teacher performance evaluation results obtained, the results can be seen in the Table 7.

CONCLUSION

The result of the study shows that (1) the performance assessment instrument of vocational certified teacher is eligible with mean score of 4.33, where the assessment was assessed by 3 principals, 3 teachers, and 6 students; (2) the mean score of performance level of vocational certified teacher in DIY

was 4.20, and can be categorized as excellent. Based on the assessment result conducted by teacher, it shows that the mean score is 4.28 and can be categorized as excellent; the mean score assessed by principal was 4.26 and can be categorized as excellent; and the mean score assessed by students was 4.12 and can be categorized as good. In SMK N I Yogyakarta, the mean score of teacher performance assessment assessed by teacher was 4.37; the mean score assessed by principal was 4.62; and the mean score assessed by students was 4.38. These three assessments toward the level performance of SMK N I Yogyakarta's teacher can be categorized as excellent. In addition, the mean score of teacher performance of SMK 1 Sewon Bantul showed 4.32 or can be categorized as excellent (assessed by teacher), is 4.10 or can be categorized as good (assessed by principal), and 4.05 or can be categorized as good (assessed by students). On the other hand, in SMK 2 Sewon Bantul, the mean score of teacher performance based on the assessment assessed by teacher was 4.15 or can be categorized as excellent, by principal was 4.07 or can be categorized as good, and by students was 3.93 or can be categorized as good. While, the mean score of teacher performance level in planning component was 4.22 or can be categorized as excellent, the mean score of teacher performance level in learning implementation component was 4.20 or can be categorized as excellent, and the mean score of teacher performance level in learning evaluation component was 4.19 or can be categorized as good.

Table 7. Evaluation Report of Principal Performance

No	Assessment Aspect	Mean Score	Classification				
			L	E	G	VG	E
1	Planning of Teaching and Learning	4.22					√
2	Teaching and Learning Implementation	4.20					√
3	Teaching and Learning Evaluation	4.19				√	
Total Score		12.61					
Mean Score		4.20					

L= Less; **VG = Very Good;**
E= Enough; **E = Excellent**
G= Good;

The Result of Principal Performance Evaluation: **Excellent**

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