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EVALUATION TOOLS FOR TEACHER PERFORMANCE, EDUCATIONAL QUALITY, AND STUDENT WELFARE

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Abstract: The creation of instrument models for education quality improvement, teacher welfare, and teacher performance assessment is the primary goal of this study. Needs analysis, potential field analysis, and other supporting analyses were carried out in order to accomplish these goals. A set of model assessment instrument models for teacher performance, teacher welfare, and educational quality improvement is the research's final product or outcome. The review was intended for quite a long time taking on the Innovative work hypothesis utilizing 4D model comprising of Characterize, Plan, Create, and Disperse. The goal of the first year, which is designated as a phase of Define and Design, is to create a draft of the models for the assessment instruments. Focus group discussions (FGD) with the selected teachers, principals, and school supervisors were used to refine the final draft of the assessment instrument models for teacher performance, teachers' welfare, and quality of education outcomes in the second year. A set of valid assessment models for teacher performance, teacher welfare, and education quality improvement is the final product of the research.

Keywords: Assessment; Instrument; Performance; Quality; Welfare.

INTRODUCTION

Nowadays, education plays a crucial role in our lives. Without a well-rounded schooling, individuals can't make due in confronting this exceptionally cutthroat globalization. An educator is one of a fundamental component in training. Teacher quality standards are largely responsible for the low quality of education. Consequently, educators need to consistently work on their skills as expressed in Regulation Number 14, in 2005 in regards to Educators and Speakers. Teachers are required to possess four competencies: pedagogic, personality, professional, and social competence. Related to the skill guidelines of educators in Indonesia, truly, that instructors' capability actually should be improved to acquire a more significant level of training quality.

Educators' skill evaluation over the most recent three years showed that the consequence of normalization actually should be improved to arrive at the objective of schooling administration standard for instructors' competency. The Service of Training and Culture perceived this present circumstance and

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expected it by making a standard planning of instructors' capability in Indonesia. There are different preparation has been led to work on instructors' skill, including educator preparing by taking on a few methodologies including the usage instructive technology.

Further developing educating and learning offices is likewise a significant figure working on educators' skill. Several multimedia tools have been given to teachers to help them teach more effectively and make it easier to achieve learning goals. In order to raise teacher quality, activities like training, briefing, and teacher empowerment are absolutely necessary. It was anticipated that all of these efforts would improve student quality and raise teachers' level of professional competence. Therefore, it can be said that Indonesia's education quality will significantly improve by raising teacher quality standards. All things considered, instruction is something very important.

Also, to accomplish an expansion in the nature of training, execution appraisal of educators ought to be done ideally by the school directors. On the other hand, teachers' well-being in the form of adequate wages or a monthly salary has an impact on how teachers' performance is evaluated. Teachers' professional performance may also be influenced by their well-being. It can cast serious doubt on the quality of education if the evaluation of teachers' performance is not comparable to their welfare, and vice versa if the evaluation of teachers' performance is not comparable to their welfare. This implies that the appraisal of instructors' exhibition and government assistance of educators and the improvement of the nature of instructive results have huge relationship or they have commonly corresponding relationship.

The school directors have an obligation to survey the exhibition of educators, and instructors have an obligation to perform ideally in disciplinary action. Upholding discipline to instructors to act in great and discipline to the school chiefs to evaluate the instructors' presentation surely influences the accomplishment of the learning goals and pointers and furthermore increment understudies' learning motivation. For this situation, educators need to have a standards of educating to work on the inside capacity of understudies in invigorating to include in learning exercises. To build the inside capability of the understudies, it tends to be finished by applying suitable learning systems that empower understudies to accomplish total competencies. Subsequently, learning interaction can occur effectively and the learning exercises are not restricted exclusively to the occasions of the instructor, yet it incorporates all occasions and exercises which might straightforwardly affect the fruitful growing experience.

According to the Indonesian Ministry of Finance Regulation on Payment Procedures for Teachers and Lecturer Professional Benefits, Special Teacher Allowances and Lecturers, and Professors Honor Benefit, the government of Indonesia has provided teacher a professional allowance for those who have passed the teacher certification test. This allowance is equivalent to one month's basic salary. Some field findings suggested that teachers' performance was not in line with expectations, even though the welfare of teachers has improved in terms of wages or salary and other awards. Acceptance of teacher certification allowance amounting to one month's basic salary has not yet become an indicator of the improvement of the quality of educational outcomes. The teachers' professional allowance was intended to improve the

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welfare of teachers, which was one of the indicators of teacher performance improvement in order to be able to enhance the quality of educational outcomes. The majority of teachers have used the allowance for other things instead of improving their teacher competence or purchasing school infrastructure and learning facilities. This occurred in accordance with the expectations of the government and the authority's regulations.

Article 15 of Law No. 14 of 2005 pertaining to Teachers and Lecturers states that:

According to Indonesian Government Regulation Number 14 of 2005, teachers appointed by educational units held by the public were given a salary based employment agreement or collective bargaining agreement regarding the teaching profession allowance, which will be paid by the government. Based on the results of the national examination year 2016/2017 showed that the quality of educational outcomes in elementary, junior high, and vocational schools were still not as expected. Incomes above the minimum needs of teachers include basic salary, allowances attached to salary, and other income in the form of professional allowances, functional allowance the poor assessment of teachers' performance and the poor welfare of teachers are two of several factors that have an impact on the quality of education outcomes. In addition, adds that the learning process standards and product standards of learning can be used to improve education quality. The standard learning process includes the eight National Education Standards, which include the standard content, standard process, standard of competency, standard of teachers, standard of facilities and infrastructure, standard of management, standard of financing, and standard of education assessment.

In light of the aforementioned phenomenon, it is thought to be of the utmost importance to construct valid and dependable assessment instrument models for the improvement of education quality, teacher welfare, and teacher performance. Well-constructed instrument models would undoubtedly be very helpful for the improvement of the education system and the achievement of educational objectives in all educational institutions across the nation.

RESEARCH METHOD

A Research and Development Design was used in this study to investigate the process of developing instrument assessment models for teacher performance, welfare, and education quality. The majority of the stages in the development of instrument assessment models were carried out in the following six sequential steps: looking over the relevant documents, planning assessment models, designing the initial instrument of assessment models as a draft, and testing the first draft on a limited number of subjects; revising the initial draft in light of the outcome of the test trial; re-reading the revised draft in light of the outcomes of the first trial This study was guided by the steps that Research and Development (R & D) took to conduct a field study to gather data on the test models. The data that were gathered were then analyzed in order to build a new model of the instrument that is used to evaluate teachers' performance, welfare, and the quality of education. To ensure that the research findings are unambiguous and in their

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true natural state, the data were subjected to a strict and in-depth analysis in order to establish valid and reliable findings.

RESULTS AND ANALYSIS

An initial draft of the instrument assessment models for teacher performance, teacher welfare, and education quality improvement was the result of the first year of research. The identity of respondents, user responses, items, scoring formula, assessment criteria, and teachers' and school principals' signatures are all included on the teachers' performance assessment instrument. The last draft of the evaluation instrument for educators' government assistance comprises of the character of respondents, client replies, things, equation scoring, measures of judgment, and the marks of instructors as well as the mark of the directors. The last draft of the evaluation instrument to improve the nature of instructive results comprising of the personality of respondents, client reaction, things, positioning models and rules of authorization of normal accomplishment test scores of the school and the typical worth of the public test, and the essential's mark.

The consequences of the second year of exploration are in term of parts of readability, execution, estimation, and accomplishment of a bunch of a model of educators' exhibition evaluation, educators' government assistance and the nature of training result. The feasibility and efficiency of assessment instrument models were found to be satisfactory, however. It is possible to determine that the constructed assessment instrument models were categorized as good on the basis of deductive and inductive academic studies regarding the application of 4D theory to the construction of an instrument model.

When making the model of the assessment instrument, there are a few things to think about. Understanding the nature of teachers' performance criteria is crucial. According to Ministry of Education Regulation no. 16 of 2007, the teacher performance evaluation component consists of four teacher competencies that are further developed into twenty-four competency indicators, namely ten indicators of pedagogic competence, five indicators of personal competence, four indicators of social competence, and five indicators of professional competence.

The following are additional details regarding the teachers' competence: Using information and communication technology as a learning medium, facilitating the development of potential learners, applying various learning activities for the actualization and students' creativity, communicating effectively, empathically, and courteously with a distinctive and educative language to maintain the psychological condition of the students, implementing assessment to see the student learning outcomes based on the principles of assessment, determining core assessment competencies, developing core competency assessment instruments, administering assessment results, and analyzing assessment results, utilizing assessment results for learning presenting oneself as honest, noble, and role models for students, behaving honestly, firmly, and humanely, behaving in a way that reflects piety and noble character, showing oneself as a steady, stable, mature, wise, and wise person, showing a work ethic, high

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responsibility, sense of belonging to teachers, self-confidence, and self-employed professionally, upholding the professional code of ethics of teachers, applying the code of professional profession, and

1) Being inclusive and objective toward students, other teachers, and the learning environment; 2) Not discriminating against students, other teachers, and parents based on ethnicity, race, religion, socioeconomic status, or gender;

3) Communicating politely, empathetically, and effectively with other teachers, other scientific communities, parents, and other communities;

4) Adapting to workplace environments to improve teacher effectiveness;

5) Developing work programs to improve the quality of education in the region;

6) Communicating with peers, scientific peers

Indicators of professional competence include:

1) Mastering the science learning materials, structure, concepts, and patterns that support the subjects being taught;

2) Developing competencies of a number of indicators creatively;

3) Determining learning materials based on indicators and creating creative learning materials in accordance with the development of students;

4) developing professionalism in a sustainable manner by doing reflective actions on their own performance continuously; utilizing the results of reflection to improve teacher performance; carrying out classroom action research to improve teachers' professionalism; and

5) Utilizing information and communication technology in the learning process and the

Assessment of learning outcomes by educational units, assessment of learning outcomes by teachers, and assessment of learning outcomes are all components of the quality of education outcomes through product standards of learning in primary and secondary education. A school exam and a national exam are used to evaluate learning outcomes related to the quality of education (Regulation of the Ministry of Education and Culture number 57 in 2015). School exams for a variety of subjects, including practical tests administered by educational units and elementary school national exams administered by the province's government. While the National Examination, also known as the BSNP, is administered by the Central Government through the National Education Standards Agency in junior high, high school, and vocational high schools. The school exam and national exam results range from 0 (zero) to 100 (one hundred), indicating proficiency levels in the following areas:

a) Very Good if the score is higher than 85 and lower than or equal to 100;

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- b) Good if the score is higher than 70 and lower than or equal to 85;
- c) Sufficient if the score is higher than 55 and lower than or equal to 70; and
- d) Insufficient if the score is lower than or equal to 55.

This category is based on a national standard that shows how well students are doing in school.

When creating assessment instrument models for teacher competence, teacher welfare, and education quality, each of the aforementioned standards was carefully taken into consideration. The assessment models remain in the form of draft assessments that must be evaluated by the designated schools. In order to create a set of assessment models, the trial administration results were carefully examined to determine their level of validity, reliability, and practicality. The tryout process, which is regarded as one of the study's crucial steps, has been carefully scheduled for the second year of the study.

CONCLUSION

On the basis of the analysis, it is possible to draw the conclusion that the implementation of the 4D theory of research and development, which was used to create the assessment instrument models of teacher performance, teacher welfare, and the quality of educational outcomes, was a successful study in creating a set of assessment drafts. The assessment models are only applicable to Indonesian educational units because the draft was created solely on the basis of Indonesia's government-set standards. The assessment instrument for teachers' performance was made to look at teachers' performance in relation to the standard, and teachers' ability to perform as expected may affect their chances of getting paid more. The performance of teachers and their improved well-being may also raise the quality of education.

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