



Online Instrument of Elementary School Teacher's Performance Assessment

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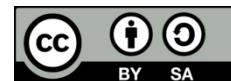
ABSTRAK

Permasalahan yang terjadi saat ini yaitu instrumen penilaian kinerja guru saat ini tidak mengakomodir penilaian di SD terkait dengan tugas pokok dan fungsinya. Penelitian ini bertujuan untuk mengembangkan instrumen penilaian kinerja guru berdasarkan tugas pokok dan fungsi guru sekolah dasar secara online. Penelitian ini dikembangkan dengan metode penelitian dan pengembangan berdasarkan model pengembangan Borg and Gall hingga langkah kelima. Melalui penelitian dan pengembangan ini dilakukan untuk merancang dan mengembangkan instrumen penilaian kinerja guru sesuai dengan tugas pokok dan fungsi guru sekolah dasar dan sesuai dengan visi misi secara online. Pengumpulan data dalam penelitian ini menggunakan metode kualitatif dan kuantitatif. Subyek penelitian ini pengawas, kepala sekolah dan guru sekolah dasar. Aplikasi yang digunakan untuk mengembangkan instrumen ini adalah MySQL. Pengembangan Instrumen penilaian kinerja guru ini menghasilkan enam tugas pokok dan fungsi guru yaitu sebagai pelayan iman, pemimpin spiritual, pemimpin akademik, model peran Alkitab, mentor, dan pendidik karakter. Analisis data menggunakan miles dan Huberman yaitu melalui reduksi data, penyajian data serta menarik kesimpulan. Berdasarkan analisis validitas oleh ahli Penilaian Kinerja Guru diperoleh skor 93,3% dan dikategorikan sangat layak. Sedangkan hasil validitas oleh ahli IT diperoleh skor 90,7% dengan kategori sangat layak. Uji coba produk oleh pengawas, kepala sekolah dan guru menghasilkan skor 92% dalam kategori sangat layak. sehingga produk pengembangan instrumen penilaian kinerja guru sekolah dasar secara online ini dapat digunakan.

ABSTRACT

The problem that occurs at this time is that the current teacher performance assessment instrument does not accommodate assessments in elementary schools related to their main tasks and functions. This research aims to develop a teacher performance assessment instrument based on the basic tasks and function of elementary-school teachers online. The research was developed in a research method and development based on the borg and gall development model until step five. Through research and development this is done to design and develop teacher performance assessment instruments according to the peripheral assignment and primary school teacher's function and according to the mission's vision online. The collection of data in this study involves qualitative and quantitative methods. The subject of this research is superintendent, principal and elementary school teacher. The application used to develop this instrument is MySQL. The development of this teacher's performance assessment instrument results in six basic teacher duties and functions as ministers of faith, spiritual leaders, academic leaders, biblical role models, mentors, and character educators. The data analysis uses miles and hubermans through data reduction, presentation and drawing conclusions. Based on analysis of the validity by the teacher performance assessment expert gained a 93.3% score and is categorized perfectly feasible. Whereas the results of the validity by the expert on it acquired a score of 90.7% in highly deserved category. Product trials by supervisors, headmasters and teachers produced a 92% score in the highly viable category,so the product of developing these elective teacher performance assessment tools online can be used.

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1. INTRODUCTION

Teacher had great impact to the process and the result of education (Kurnia, 2018; Sari, 2018). As an educator teacher had main duty to educate, teach, direct, guide, train, assess and evaluate students, like what was stated in Undang-undang No, 14 tahun 2005. Guru was also main figure in educating and guiding the students to be intelligent and have good character (Fathul Amin, 2019; Samsuri & Marzuki, 2016). Teacher had important role to change students behavior in order to produce high quality graduated students. By this mean, teachers were asked to have required qualifications so they could have a good job performance in doing

the job s, functions and responsibilities and help students to achieve their dreams. The role of the teacher was very significant in the success of learning process and teacher ability was the most important factor in education (Boud & Dawson, 2021; Jafar et al., 2020; Pulungtana & Dwikurnaningsih, 2020).

The quality of school education was closely related to teacher's job performance at school. Teacher's job performance really determined the quality of graduated students and education itself. According to UU No. 14 tahun 2005 about teacher and lecture in chapter 10 verse 1 stated that teacher competency as referred in chapter 8 includes pedagogical competency, personality competency, social competency and professional competency that was achieved through profession education. a teacher's performance is an essential element of quality education (Rakasiwi, 2018; Utami & Hasanah, 2019). To maintain the teacher's quality there is constant monitoring and evaluation. This performance can be seen as a teacher performs his duties and responsibilities as an educator. The quality of the teacher influenced the level of school excellence, that will be the main consideration for the parents to decide which school to be chosen. The quality of the school can be seen from the student accomplishment, good graduated students, and good teacher performance (Sulisworo et al., 2016; Tyagita & Iriani, 2018). The ability of teacher to improve education quality really depended on his professional ability and job performance (Bakar, 2018; Elliott, 2015).

Teachers were asked to improve their quality along with the development era. The quality of the teacher could be seen from his performance in teaching or educating which resulted students who had satisfying knowledge, skill and attitude. The performance of a good teacher could not be separated from the predicate as professional teacher who could do and manage the available resource for the success of education. The current quality of education still has a low quality (Simanjuntak, 2020; Wahyono et al., 2020). The results of the competency test over the last three years still show poor teacher quality. Also, there is little effective surveillance and surveillance that indicates there is a problem in the teacher's performance assessment (Aloo et al., 2017; Bakar, 2018; Dal Corso et al., 2019; Muslimin, 2020).

One of the ways to measure teacher's performance was teacher's performance assessment. According to PerMenPAN RB No. 16 in 2019 "teacher's performance assessment is an assessment for every core teacher's job in purpose of carrier development, stratification and promotion." Teacher's performance assessment is a teacher's accomplishment in achieving goals based on his job s and responsibilities under a particular stated rules (Aloo et al., 2017; Oktriany et al., 2018). Teachers had routine job s that must be done unless they lost their effectiveness in doing every role. Teachers must do learning activities as their main job and function. UU no 14 tahun 2004 chapter 35 verse 1 stated that "teacher's workload covers main activities, which are planning learning process, implementing learning process, assessing learning process, guiding and training students and also taking additional task." (Syarifuddin, 2019; Wandu, 2018).

In a good Cristian education institution, teacher was a main pillar. Teacher must recognize the job , as an educator and a teacher, which must be done based on Christian faith that he believed in. A Christian teacher was expected to generate a good Christian teaching. This statement was strengthened by a research stated that Christian school was called by God to promote education process which was not only emphasize the knowledge but also sharing of life which was new life gifted by God (Yuliaty & Santoso, 2020). Another opinion states "*being an educator is a spiritual ministry that passion and purpose.*" (Swaner, 2011; Wiliam et al., 2004). This statement can be interpreted that being a christian teacher was a faith service with passion and purpose.

Sekolah Dasar Kristen 03 Eben Haezer and Sekolah Dasar 04 Eben Haezer are Christian elementary school under the Eben Haezer Education Foundation. Teachers in in these schools have special job s differ from other schools in general. Eben Haezer elementary schools always improve its quality. One of the effort is by conducting teacher's performance assessment. Sekolah Dasar Kristen 03 Eben Haezer and Sekolah Dasar 04 Eben Haezer used the instrument of teacher's performance assessment from the government. Unfortunately, this instrument could not assess the teacher's performance based on the teacher's job s and functions in the schools. Eben Haezer teachers did not only do the core functions and job s of teacher, as stated in Act No. 14 year 2005 Chapter 35 verse 1, but Eben Haezer teachers also have different job s and functions from teachers in general. Being a Christian teacher was a God's calling that must be done wholeheartedly, as for God, in order to equip the students (Priyanto, 2017). Being a Christian teacher was God's calling to serve students wholeheartedly and bring the students to the harmony with God (Intarti, 2016). Christian teacher was not only a profession of teaching, educating or getting paid, but also must be done on God's vision. Teachers in Sekolah Dasar Kristen 03 Eben Haezer and Sekolah Dasar 04 Eben Haezer had core job s and function that must be done, somehow recent instrument of teacher's performance assessment did not cover it. The core job s and function of teachers in Sekolah Dasar Kristen 03 Eben Haezer and Sekolah Dasar 04 Eben Haezer are as faith servant, spiritual leader, bible role model, academic leader, mentor and character educator. It was in line said that Christian teacher was a calling for those who believed in Christ to know and imitate Him (Buchanan, 2020; Simanjuntak, 2020).

The problem here the recent instrument of teacher's performance assessment did not accommodate the assessment in Eben Haezer elementary schools related to their core jobs and functions. The recent instrument of teacher's performance assessment was taken from National Minister of Education Rules No. 16 year 2007 about standard of academic qualification and teacher competency. It assessed 4 main teacher competencies : pedagogical, personality, social and social competency. Eben Haezer elementary schools have not had a specific instrument to assess teacher's performance based on teacher's jobs and function which was in accordance with the mission and vision of Eben Haezer education foundation. The vision was as God's partner, being a education administrator that hold an education that spread God's love and set the human free from stupidity, poverty and backwardness to fulfill the wholeness of God's creation in the world.

Eben Haezer elementary schools had not had an instrument of teacher's performance assessment based on its own jobs and functions. The assessment of teacher's performance was used to apply the assessment from the government which was based on 4 competencies (Aman, 2017; Lubna, 2014). It was very difficult to assess the teacher's performance based on the vision as God's partner, being a education administrator that hold an education that spread God's love and set the human free from stupidity, poverty and backwardness to fulfill the wholeness of God's creation in the world. Besides instrument of teacher's performance assessment that did not accommodate the jobs and functions of Eben Haezer elementary school teacher, the other problem was the process of the assessment needed much times. It made teachers did not receive immediate feed back from the principals. In this digital era, the assessment can be done online. It would be easier, more practical and paperless. Compare to the long manual process, the data from online assessment would be processed automatically and produce valid and accurate data. The use of technology in online supervision would not only help the supervisor in doing the job, but also save the time (Yussanti & Dwikurnaningsih, 2020)(Mulyaningsih & Prasojo, 2015; Yussanti & Dwikurnaningsih, 2020). By internet teachers would receive the information faster and could participate in improving their professionalism.

Agreed with previous research, said that the development of information technology, data saving and transfer through internet had rapidly growth cheaper and better in quality (Imania & Bariah, 2019; Jama, 2018). In education sector, the technology development was used to support operational activity in delivering information. Based on the problems, the researcher would develop an instrument of teacher's performance assessment based on teacher's job and function in Sekolah Dasar Kristen 03 Eben Haezer and Sekolah Dasar 04 Eben Haezer. It was necessary to make an online instrument of teacher's performance assessment in order to adapt the development of technology. Online technology makes us able to get information easily and very fast. Its speed and easiness has become an attractive factor nowadays. Based on several weaknesses of recent assessment, the researchers would develop an online instrument of teacher's performance assessment based on teacher's job and function in Sekolah Dasar Kristen 03 Eben Haezer and Sekolah Dasar 04 Eben Haezer.

2. METHOD

This research is a research that used Borg and Gall. in this research, researchers conducted 5 stages of research, there was : 1) research and data collecting stage that includes : a) literature study relates to the research; b) field study to get information about recent assessment and the need of an instrument of teacher's performance assessment based on the main jobs and functions. 2) Planning, this includes : a) determine the purpose and the benefits of the instrument of performance assessment based on christian values; b) determine the indicators of instrument based on christian values; c) make the outline of the instrument; d) make research sheet as validation; 3) develop preliminary product, includes : a) prepare the online instrument of task-based performance instrument; b) develop the online instrument of task-based performance instrument; 4) conduct a preliminary field test by getting validation from experts. It is aimed to know whether the product of assessment instrument is proper or not based on the job and function of Eben Haezer elementary school teacher. 5) analysis and product revision. The research procedures can be seen on [Figure 1](#).

The subject of this research are 12 person, consist of elementary school supervisor, the principal of SD Kristen 03 Eben Haezer Salatiga, the principal of SD Kristen 04 Eben Haezer Salatiga, 9 teachers from both schools. Qualitative and quantitative data are used in this research. The quantitative data is acquired through interview and observation, meanwhile the qualitative data is acquired through questionnaire. Huberman and Miles model is used to analyze the data from the interview and observation. It is used to reduce, present, and conclude the data. Descriptive qualitative analysis is used to process the questionnaire by counting the average and percentage. Likert scale is use to determine the advisability of product properness. The instrument of validity use content validation and construction validation. The expert content validity test involve 6 validators, those are 2 practitioners, a supervisor and school principal and 4 academics as learning material experts and IT experts.

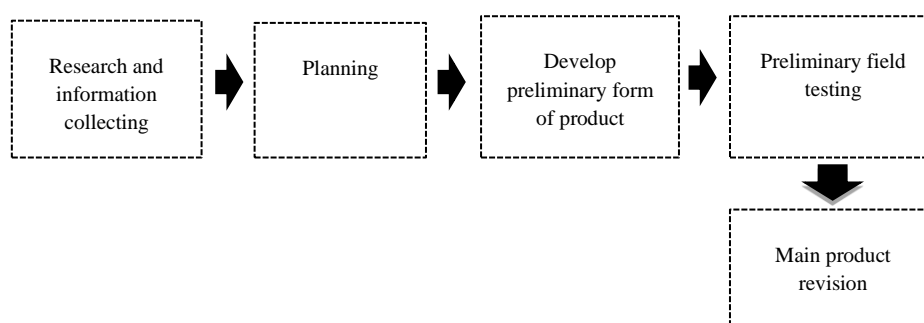


Figure 1. Chart of Research Procedure

3. RESULT AND DISCUSSION

Result

This research and development is started with *Research and Information Collecting*. In this stage, the researcher reviewed the instrument of teacher's performance assessment and observed it. Interviews to the principal and teachers were done to know what kind of the instrument of teacher's performance assessment being used in Eben Haezer elementary schools. Literature review was also done to get references about main job and function of the teacher in Eben Haezer elementary schools, the development of the instrument of teacher's performance assessment and online technology information. The jobs of teacher are to give supports, guidance and facilitate students to reach the learning objectives. Teacher must educate, guide, and motivate students to achieve goals. Besides that, teacher must assist students to achieve the learning objective through learning experiences. Teacher also helps student's personal development such as attitude, values, and how to adapt (Kartomo & Slameto, 2016; Syarifuddin, 2019; Wandu, 2018). Teachers of SD Kristen 03 Eben Haezer and SD Kristen 04 Eben Haezer have main job and function as faith servant, spiritual leader, bible role model, academic leader, mentor and character educator, as stated in the vision of Eben Haezer Education Foundation. The vision stated that being education operator, as God's partner, that deliver God's love which set the man free from stupidity, poverty and backwardness to bring perfect God's creation in reality. It was in line stated that being a Christian educator is both a being a servant and spiritual leader who affect student's development and growth (Swaner, 2011; Wiliam et al., 2004). Spiritual effect from the teacher will help the students to be expected good person. Teacher is not only an example, but also a bible role model for the students. Teacher with good characters contributed to shape characterized-students (Mantu et al., 2018; Rahayu & Benyamin, 2020). The principles in developing the instrument of assessment are valid, reliable, and effective (Adib, 2017; Imania & Bariah, 2019). There are several steps in developing the instrument of assessment, which are : 1) determine the concept and construction being measured, 2) determine the operational definition; 3) determine the indicator of the instrument.

Teacher's performance assessment is assessment for every teacher's main job in developing the carrier, rank and position. Meanwhile, the assessment of job performance is done to measure individual task, obligation and responsibility (Kurnia, 2018). Performance assessment is arranged to measure the ability of the teacher in doing the learning, assessment and evaluation process (Gultom, 2020). It is also done to know teacher's performance achievement that was categorized into good, average or poor (Ahmad, 2017). Teacher's performance assessment provides some information how to improve teacher's performance itself. Teacher's performance assessment provides information about the fulfillment level of institution demand qualitatively and quantitatively (Akbar, 2020). Basically, teacher's performance assessment was done to improve the profession of teacher (Andriyuan, 2018). Teacher must try to do the learning process in order to achieve education goal suitable with the responsibility to educate, teach, train, guide, asses, and evaluate students.

Entering 21st century, the role of media and multimedia in education sector is very considerable. The development of information technology allowed the learning process to be done online (Budiman, 2017; Lestariyanti, 2020). Online media had advantages in term of time and cost savings (Handayani, 2020; Lestariyanti, 2020). Online examination system was a web based-test which was done to make the process more effective and efficient (Perkasa et al., 2015). Previous research also explained that online-based learning instrument was created in order to make it more accessible and efficient in its supplication (Imania & Bariah, 2019; Kusumaningrum & Wijayanto, 2020).

From the interview with the principal of SD Kristen 04 Eben Haezer, it was found that the instrument of teacher's performance assessment used by this school was the instrument from the government. It used to assess 4 teacher's competencies, unfortunately it can be used to assess the main job of the teachers in this school such as service, testimony and fellowship. From the interview with teachers of SD Kristen 03 Eben Haezer and SD

Kristen 04 Eben Haezer, the showed that the assessment result was not received immediately because the principle must process, finish and print the result of assessment before it was informed to the teachers. It would need more time for the teachers to know their strengths and weaknesses. The observation also showed that the teacher's performance assessment was done manually, so it needed more time to finish. Another weakness in doing the teacher's performance assessment was that the schedule coincided with other activities. It made the assessment being postponed or rescheduled. From those facts, online teacher's performance assessment based on main job and functions of Eben Haezer teacher was required. It was required to get quicker result about the strengths and weaknesses of the teacher in doing the responsibility. For the principal, it will easier because teacher would print the result by themselves.

After collecting data, researcher made a planning or product designing in form of online outline research instrument that would be the criteria of teacher's performance assessment. This outline was developed to be an instrument of teacher's performance assessment based on main tasks and functions of Eben Haezaer teachers. The research instrument included interview guidance, observation sheet, and validation sheet. The outline of teacher performance assessment based on teacher duties and functions is presented in Table 1.

Table 1. Outline of Teacher's performance assessment based on teacher's job and function

No	Aspect	Indicator	Sub Indicator
1.	Faith servant	Teacher's attendance and service	10
		leadership	5
		concern to student	7
		Student recognition	9
2.	Academic leader	Innovation	6
		Collaboration	5
		Communication	3
3.	Spiritual leader	Religiosity	3
		Honesty	6
		Humility	7
4.	Bible Role Model	exemplariness	9
5.	mentor	Advisor	6
		motivator	9
		Role model	8
6.	Character educator	Good habituation	8
		Kindness value	18
		Good behaviour	12

Validation sheet was used to know the advisability of the online instrument of teacher's performance assessment based on job and functions. The experts of teacher's performance assessment gave assessment on material and language aspect, meanwhile the IT experts give advice about application program and its appearance. In this stage (*Develop Preliminary Form of Produc*), researcher made online instrument of of teacher's performance assessment based on main tasks and functions of Eben Haezer teachers. The steps were : 1) make instrument of of teacher's performance assessment based on main tasks and functions of Eben Haezer teachers, 2) type the instrument in Microsoft excel, 3) make the task-based instrument of assessment in mysql application, 4) access the application through school hosting. After the application was online accessible, it must be tested by Information Technology experts and the assessment expert. Product testing by supervisor, teacher and the principles of SD Kristen 03 and SD Kristen 04 Eben Haezer was done then. The result of development included instrument of teacher's performance assessment which measured 6 mains tasks and functions of Eben Haezer elementary school teachers and it was generated into 13 sub indicators in advance. A guideline about the instrument was also arranged. It consisted of how to login to application for administrators, teachers and assessors, how to add teacher data, how to assess and how to check the result of teacher's performance assessment. In this stage (*Preliminary Field Testing*), preliminary field testing was limitedly conducted by involving a supervisor, 2 principals and 9 teachers of SD Kristen 03 and Sd Kristen 04 Eben Haezer. In this stage, collecting and analyzing Data was done with interview and questionnaire. Validation was also done by assessment experts and IT experts, to measure the advisability of the instrument. Instrument experts assessing teacher assessments are presented in Table 2 and Table 3.

Table 2. Expert of Instrument of Teacher's Performance Assessment Validation

No	Value Aspect	Assessment component	Total score
1.	Language	Easy to understand	10
		Effective	9
		Sentence in the instrument make respondent easy to give score	9
		Language suitable with respondent characteristics	9
		Clear and understandable sentence	9
2.	construction	Suitable with the online	9
		Represent measured-aspect	9
		The instrument item reflected measured aspect	10
3.	Material	The instrument item was arranged based on theory	9
		The instrument reflected main job and function of the teacher in Christian elementary school of Eben Haezer foundation	10
		The instrument reflected main job and function of the teacher in Christian elementary school of Eben Haezer foundation	10
		according to the vision and mission	
		The instrument is usable	9
Total score			112
Average			93,3%

Table 3. Table Validation of IT expert

No	Measured Aspect	Assessment component	Total score
1.	Application recognition	Clear and understandable title of application	9
		The title described the application	10
		Clear and understandable Operation guideline	8
2.	Application design	Simple and understandable design	9
		Attractive design	9
		Comfortable background colour	8
		Suitable font and text	8
		Understandable menu	9
		Systematic and consistent layout	9
3.	Hasil Produk	Suitable text size	8
		This application helped the supervision of teacher competency	10
		This application easily controlled teacher's performance	10
		This applications made teacher's performance assessment easier	10
		This applications made teacher's performance assessment more effective and efficient	10
Total score			127
Average			90,7%

The validation from the expert of teacher's performance assessment was 93,3% based on advisability criteria which categorized very feasible. This category same with the assessment from IT expert who gave 90,7% for its validation score. Based on the suggestion given by the expert of teacher's performance assessment, the researcher is asked to add some indicators in some aspects. Integrity should be added in aspect faith service, create example and empathy should be added in academic leadership aspect. Additionally, some sentence structures should be changed in order to make it easier to understand. IT experts suggested that descriptions must be added to every indicator and the number of indicators in every competency should be checked with the available instrument. Validated product of teacher's performance assessment must be revised then based on input and suggestions from the experts. After getting revised, there were an online testing to know the respond and the effectiveness of the product had been developed. On this testing stage, the researchers involved a elementary shool supervisor, 2 principals and 9 teachers. The product testing was conducted in SD Kristen 03 eben Haezer and SD Kristen 04 eben Haezer. In this stage, the researchers distributed a link of teacher's performance assessment with the username and password for every participant to test the instrument. The participants were assisted by the researchers and guideline book that had been distributed. This stage of teacher's performance assessment was very fast. By using laptop, computers or another gadget, as long as it was connected to the internet. As a result, both principal and teachers could know the condition, strength or

weakness in order to take immediate follow up. After finishing the testing stage, the researchers gave questionnaire to supervisor, principal and teachers. The result of product testing showed in Table 4.

Table 4. The Result Of Product Testing

No	Measured Aspect	Assessment components	Total Score
1.	Application recognition	The title of the is understandable	53
		The title of the application gives an overview of the teacher's performance assessment	48
2.	Application design	The operation guide is simple and clear	51
		The design is simple and easily to understood	52
		The design of the app attracts users	46
		The color used on the background page is comfortable to see	49
		The correct type of text and font	50
		Menu easily understood	49
3.	Product	The layout of the assessment room is systematic and consistent	46
		The text size is correct	50
		This application helps in teacher competence surveillance	53
		This application can easily control teacher performance	53
		The use of this application facilitates teacher performance assessment	53
4.	Cover	This application makes teacher performance assessments more effective and efficient	54
		Matching color composition	53
		Alignment of image	53
		Interesting title alignment	53
5.	Content	Interesting cover view	54
		Easy to understand language	48
		Theories agree with matter	50
6.	Guide Book	The correct type of text and font	47
		Easy to understand instructional usage	46
		The drawing instructions for use are clearly visible	53
Total Score			1160
Average			92%

From the product testing, there were inputs the assessment system should be editable. if there was any mistake in the assessment process, it could be revised or edited. It was suggested for the guideline book that the cover must be attractive. The score for produk testing was 92 % which meant that the product was good. Based on the result of preliminary product testing with elementary school supervisor, principals and teachers in SD Kristen 03 Eben Haezer and SD Kristen 04 Eben Haezer, there were inputs to perfect the online instrument of elementary school teacher's performance assessment.

Discussion

This research showed that teacher's performance assessment based on core job and function was more effective and relevant. It was similar with the research before that the assessment of task-based teacher's performance was relevant to assess teacher's performance (Muadin & Prihatni, 2017; Sadtyadi & Kartowagiran, 2014). Researcher developed an instrument of teacher's performance based on teacher main tasks and function in accordance with vision and mission of Eben Haezer Education Foundation. As Christian private school, teacher had different main job and function from teacher in other schools in general. Christian teacher must realize that serving as teacher is a gift. Student is God's gift that must be loved and nurtured (Buchanan, 2020; Debora & Han, 2020). Teacher must respect every student's character.

Meanwhile, online assessment saved more time and cost (Handayani, 2020; Kusumaningrum & Wijayanto, 2020; Lestariyanti, 2020; Perkasa et al., 2015). The development of technology was one of factors that triggered the development of the instrument of online teacher's performance assessment. It was important for educators to be more adaptive and innovative with recent development of technology (Ahmad, 2017; Lestariyanti, 2020). We lived in an era in which internet access had become a need instead of commodity anymore (Goldschmidt, 2020; Setiawan, 2021). In this last decade, the wave of online learning had been happening and the schools must use and adapt the technology. The online instrument of teacher's performance

assessment allowed teachers to access it everywhere and every time. The practice of online activity was a proof of 4.0 industry revolution where technology access was limitless (Jama, 2018; Son & Faisal, 2017).

By collecting the information, it was acquired that principals had done the assessment of teacher's performance in accordance with applied procedures and conditions. The problem in SD Kristen 03 Eben Haezer and SD Kristen 04 Eben Haezer was that the assessment of teacher's performance only used the instrument from the government, which covered 4 teacher competencies. As a Christian private school, teachers had specific main job and function in accordance with the mission and vision of the Eben Haezer foundation Christian teacher had role and responsibility to build the character of students through Christian education (Buchanan, 2020; Debora & Han, 2020). An instrument of task-based teacher's performance assessment was made, for the teachers in SD Kristen 03 Eben Haezer and SD Kristen 04 Eben Haezer, to help teachers in doing their job and maximally. It was very important to develop a comprehensive instrument of teacher's performance assessment which related with required condition, so it would bring improvement for teachers in learning activity (Sadtyadi & Kartowagiran, 2014; Syarifuddin, 2019).

Scoring and result reporting of assessment in both schools were still done manually and conventionally. It caused lateness in delivering the assessment result to the teachers. This problem encouraged the researchers to find solutions in order to make the teacher's performance assessment in SD Kristen 03 Eben Haezer and SD Kristen 04 Eben Haezer can be effectively and efficiently done, in accordance with its main job and functions, so the researcher developed an online teacher's performance assessment. The usage of information system brought benefits to its users and affected the cooperation (Machmud, 2018). The effect could improve the job performance internally, meanwhile externally increase the image of company due to its service improvement to the customers, In this digital era, society 5.0 and industry revolution 4, education institution was supposed to be successful if it could fulfill the needs of customers, which were students, teachers, parents and society (Jafar et al., 2020; Lase, 2019). By the online assessment of task-based teacher's performance, it was expected could improve the service to students and increase the quality of education itself.

Beside the teacher's performance assessment form the principal, assessment from peers, students and parents were also needed. They knew the behavior of teachers in daily practice directly. From the collecting data, the teacher's performance assessment had not involved peers, students and parents consistently. Actually, the role of students and parents were very important to control the credibility of the assessment. The main reason to do teacher's performance assessment by students was that the students were the main source of information to know the ability and motivation of the teacher in the learning environment. Teacher's assessment by students was very important because it did not only become the main information, but also logically related the quality, effectiveness and satisfaction of methods and material that were developed by the teachers in the classroom (Ahmad, 2017; Firyomanto et al., 2016). Students were the main customer whose opinion about education service must be listened. Students must be involved in teacher's performance assessment because they interacted more often with the teacher, instead of peers who also knew teacher's daily behavior (Firyomanto et al., 2016). A research showed that school committee, in term of parents, had important effect to teacher's performance 26% (Bariroh, 2018). The research showed that the role of parent significantly affected teacher's performance in 49,6% (Bariroh, 2018).

By collecting information, the researchers developed an online instrument of elementary school teacher's performance assessment in Eben Haezer education foundation. By this task-based teacher's performance assessment, the goal of assessment would be achieved. Not only the principals, but also peers, students and parents were involved in this assessment. The use of online technology would affect the assessment activity because the result would be received immediately and made it more effective. The using of technology, the data processing was easier, more optimal, accessible and safely kept to (Djaelangara et al., 2015; Khader et al., 2018). The researchers developed the online web-based instrument of teacher's performance assessment used PHP and basic data Mysql in order to make the teacher received the result of assessment faster. The implementation information system used PHP and Mysql made data recording and items inventory more accurate and faster.

Information technology had important role in improving organization's performance, not only in case of automation process but also accuracy, speed and comprehensiveness of integrated system in organization. It made the organization process more efficient, measured and flexible (Hambali, 2021; Talebian et al., 2014). By switching the manual job performance assessment to online, the assessment tended to be transparent and fair (Astalini et al., 2019; Mukti et al., 2019). It increased the job performance. The online teacher's performance assessment helped the principal to do the assessment and save more times. By using web-based application the school leader was supposed to be able to know the condition of teacher in learning activity immediately, analyze the weakness of teacher and then fix it to achieve good quality education (Findo & -, 2017; Tanti et al., 2021). Information system was a way for organization to process, manage, update, keep and deliver the data in order to make the organization easier in achieving the goals (Machmud, 2018). The system would also affect the job performance of its users.

This instrument of teacher's performance assessment had been already valid and could be used, so the assessment could be done fast and accurate. Teacher immediately got the assessment result, both 4 main competency and task-based assessment in Eben Haezer education foundation. In the instrument development of lecture's performance assessment instrument is obtained results that conceptually, the results of a test with analysis factor according to the theory used of college planning, the performance of learning, material mastery, learning strategy, material mastery, methodology, class management, communications with students, discipline and evaluation education (Yusrizal, 2017). Calculated from 4 aspects, which were teaching performance, research performance, community service performance and lecture capacity. The analysis of validity showed that every item of the instrument had met the standard of validity. The factor analysis showed that there was 3 components of teaching performance; preparation, implementation and evaluation. The research stated that based on the validity and reliability analysis, the teacher task-based instrument was valid and reliable (Muadin & Prihatni, 2017). Teacher's performance in core job variable was in good category, meanwhile teacher's performance in function variable was in very good category. Along with previous research, stated that the instrument of elementary school teacher's performance assessment covered educating, training, teaching, directing, guiding, assessing and evaluating (Sadtyadi & Kartowagiran, 2014). Based on the analysis, the validity and reliability of the job and function-based instrument was valid and reliable.

4. CONCLUSION

The product resulted from this research was an online instrument of teacher's performance based on the job and function of the teacher in SD Kristen 03 Eben Haezer and SD Kristen 04 Eben Haezer. Instead of 4 (four) teacher competencies, the instrument was also made based on on the job and function of the teacher in Eben Haezer education Foundation. The results of the validation of the development of these basic school teacher performance assessment instruments are perfectly feasible. Through a teacher performance assessment instrument online based on this teacher's basic assignment and function. These instruments can be used to facilitate teacher performance assessments according to the teacher's based on the job and functions. Through teacher performance assessments online, the assessments made by the principal become more effective and efficient.

5. REFERENCES

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