Teacher Ability In Conducting Performance Assessment In Differentiate Learning

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A B S T R A K

Tantangan yang sering dihadapi oleh guru saat ini yaitu mengevaluasi kinerja siswa secara individu. Penilaian kinerja siswa merupakan aspek penting dari pembelajaran yang berbeda, tetapi sulit bagi guru untuk mengevaluasi kinerja siswa secara individu ketika ada banyak siswa dalam satu kelas. Penelitian ini bertujuan untuk menganalisis kemampuan guru dalam melakukan penilaian kinerja dalam pembelajaran berdiferensiasi. Metode penelitian yang digunakan adalah mix method. Populasi dalam penelitian ini adalah guru komite pembelajaran di sekolah mengemudi. Sampel terdiri dari 30 orang guru yang tersebar di tiga kabupaten/kota. Teknik pengumpulan data menggunakan angket, wawancara, dan dokumentasi. Teknik analisis data menggunakan analisis data kuantitatif dan kualitatif. Hasil penelitian menunjukkan keterampilan penilaian kinerja guru dalam melaksanakan pembelajaran berdiferensiasi masih sangat bervariasi dan cenderung pada pilihan 2 dan 3 pada rubrik yang telah ditentukan. Disimpulkan bahwa menganalisis kemampuan guru dalam melakukan penilaian kinerja pada pembelajaran berdiferensiasi masih tergolong rendah. Pengintegrasian penilaian guru dalam pembelajaran mengacu pada proses mengembangkan, melaksanakan, dan menganalisis hasil penilaian yang terintegrasi dan saling terkait dalam program pembelajaran. Pengintegrasian penilaian ini sangat penting karena dapat membantu guru memantau kemajuan siswa, mengevaluasi keefektifan program pembelajaran, dan mengambil keputusan yang tepat dalam perbaikan program pembelajaran.

A B S T R A C T

The challenge teachers often face today is evaluating individual student performance. Assessment of student performance is an essential aspect of different learning, but it is difficult for teachers to evaluate individual student performance when there are many students in a class. This study aims to analyze teachers' ability to conduct performance assessments in differentiated learning. The research method used is the mixing method. The population in this study were the teachers of the learning committee at the driving school. The sample consisted of 30 teachers spread across three districts/cities. Data collection techniques using questionnaires, interviews, and documentation. Data analysis techniques using quantitative and qualitative data analysis. The results showed that the teacher's performance appraisal skills in differentiated learning were still very varied and tended to be in choices 2 and 3 in the predetermined rubric. It was concluded that analyzing the teacher's ability to evaluate performance in differentiated learning was still relatively low. Integrating teacher assessment in learning refers to developing, implementing, and analyzing assessment results that are integrated and interrelated in learning programs. Integrating this assessment is very important because it can help teachers monitor student progress, evaluate the effectiveness of learning programs, and make the right decisions in improving learning programs.

1. INTRODUCTION

The new paradigm learning tries to transform education into the embodiment of the Pancasila student profile (Bosqui, 2020; Davids, 2023; Yuliana, 2022). This is in accordance with government policy through the Minister of Education and Culture, Research and Technology in the form of implementing the Independent Curriculum (Muhtar & Dallyono, 2020; Mukhibat, 2023; Siahaan et al.,

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2023; Wibowo et al., 2022). Meaningful learning is expected to improve the current condition of the students' character (Agra et al., 2019; Clark et al., 2023; Koskinen & Pitkäniemi, 2022). In accordance with the results of research conducted by Martin Prosperty in 2015 concerning the condition of the character of students, especially creativity throughout the world, Indonesia is ranked 115th out of 139 countries with an index of 0.020 (Budiarso & Hasanah, 2021; Rosba et al., 2021). The results of this study placed Indonesia under the countries in Southeast Asia, including Malaysia, Singapore, Vietnam and Thailand (Setyono & Widodo, 2019; Siregar, 2021). In addition, the results of a survey conducted by the Program for International Students Assessment (PISA) in 2018 showed that students who experienced bullying were very large in number and were in thefifth highest position in the world out of 78 countries or 41.1% of students in Indonesia experiencing bullying (Oliveira et al., 2021). In addition, based on the results of research conducted by the Organization for Economic Co-operation and Development (OECD) in 2019 the number of bullying (bullying) in Indonesia was 22.7% and remained in the fifth position in the world (Hashiguchi, 2020).

Various factors determine the success and quality of education, one of which is the role of the teacher who is considered the key person in the classroom (Al-Fraihat et al., 2020; Rahmani et al., 2022; Salloum et al., 2019). The perception that is considered as the nobility and nobility of a teacher, at this time seems to have shifted (Bryson & Andres, 2020; Karalis & Raikou, 2020; Kidd & Murray, 2020). Various findings show thatteachers are not optimal in carrying out their duties and obligations (Daumiller et al., 2021; Jenkins, 2020). A teacher should be an educator and teacher, but there are some individuals who deviate from their path, such as immoral behavior by a teacher (Abedi & Kalantaree, 2020; Gui et al., 2020; Muhlis et al., 2021). A teacher must be able to provide an objective assessment to students (Grădinaru et al., 2021; Miyazono et al., 2019).

Authentic assessment includes several types of assessment, including project assessment, portfolio assessment, self-assessment, peer assessment, written assessment, and performance assessment (Ajjawi et al., 2020; Sokhanvar et al., 2021; Sotiriadou et al., 2020). Performance appraisal is very suitable to be used to assess the achievement of student competencies (Ellis et al., 2020; Villarroel et al., 2020). Performance appraisal is one of the appropriate assessments in measuring differentiated learning outcomes (Duda et al., 2019; Ozan, 2019). The teacher paradigm in Indonesia often assumes that assessment is in the form of tests and doing questions (Efendi & Irawati, 2020; Koh et al., 2022). Most teachers conduct assessments in the middle of the semester and at the end of the semester (Hobbins et al., 2022; Sutadji et al., 2021). Even though the assessment should be carried out not only at the end of learning, but from the beginning to the end an assessment process must be carried out for cognitive, affective and psychomotor aspects (Elsayary, 2021; Saputri, 2021). Performance appraisal is an assessment of a person's performance including the process of acquiring, applying knowledge, and skills through a learning process that demonstrates ability, documented through systematic observation to establish policies for that person, whether a student or a worker who iscompetent for a job (Etievant et al., 2020).

However, some problems can be faced by teachers in developing performance appraisal skills, including: (1) Lack of understanding of effective assessment techniques: Some teachers may not fully understand effective assessment techniques for monitoring and assessing student performance. This can lead to difficulties in planning and implementing appropriate assessment techniques, (2) Lack of professional training and development: Limited professional training and development can affect teachers' performance appraisal abilities. Lack of opportunities to learn and update performance appraisal skills can result in a teacher's lack of ability to understand and apply effective assessment techniques, (3) Challenges in evaluating individual student performance: Teachers are often faced with challenges in evaluating student performance individually due to the large number of students and differences in learning needs among students, (4) dependence on tests and grades: Teachers are often trapped in relying on tests and grades as the only means of assessing student performance. This can ignore students' individual abilities and needs in learning, and (5) lack of effective feedback: Teachers often do not provide effective feedback to students, which can hinder students' ability to improve their performance (Albay & Eisma, 2021; Lüdecke et al., 2021). Differentiated learning became a hot issue after the government officially announced the implementation of an independent curriculum (Idrus et al., 2021; Khudhir, 2021). Actually differentiated learning is not a new thing in the world of education (Attard & Holmes, 2022; Bondie et al., 2019). Differentiated learning is basically a teacher's concern in paying attention to the strengths and needs of students (Jong et al., 2019). So that it can enable a teacher to provide learning actions according to needs (Zhang et al., 2022). Differences in the needs of each student encourage teachers to differentiate learning by adding, deepening, expanding and adapting to the abilities, interests and readiness of students (Mukhibat, 2023). Differentiated learning requires the teacher to provide an objective assessment, one of which is through a performance assessment (Siahaan

et al., 2023). Even though since the implementation of the 2013 curriculum has used a learner-centered learning approach, there are still many teachers who feel they have not been able to apply this differentiated learning properly (Yuliana, 2022). Differentiated learning has several criteria including content, process and product. Even though according to the confessions of some teachers stated that they already understood the concept of differentiated learning, it was very difficult to implement it in all classes. While it is important to implement differentiated learning, teachers often face several challenges in implementing it. Some common problems faced by teachers in implementing differentiated learning. First, lack of understanding of differentiated learning: some teachers may not fully understand the concepts and practices of differentiated learning, making it difficult for them to implement them effectively (Fitra, 2022; Herwina, 2021). Second, limited time and resources: Differentiated learning requires intensive preparation and planning, and often takes longer to set up than traditional learning (Faidah et al., 2019; Faiz et al., 2022; Ulya et al., 2016). In addition, limited resources and facilities can also be an obstacle in implementing differentiated learning. Third, large class sizes: When class sizes are very large, it is difficult for teachers to pay sufficient attention to individual student needs. Fourth, challenges in evaluating individual student performance: Assessment of student performance is an important aspect of differentiated learning, but it is difficult for teachers to evaluate individual student performance when there are many students in a class. Fifth, lack of support from the principal or school administration: If the principal or school administration does not provide sufficient support and resources, it is difficult for teachers to implement differentiated learning effectively.

Teachers who are able to conduct effective performance appraisals can assist in implementing differentiated learning. Good performance appraisal skills can help teachers understand the needs of individual students, monitor student progress, and improve learning programs to meet the different needs of students. In implementing differentiated learning, it is important for teachers to have effective performance appraisal skills. This will help teachers understand the needs of individual students, monitor student progress, and improve learning programs to meet the needs of different students. In addition to teachers' difficulties in implementing differentiated learning, it turns out that they also experience difficulties in conducting assessments. One of the assessments used in the assessment of differentiated learning is the student performance assessment. This study aims to analyze the teacher's ability to carry out performance assessments in differentiated learning.

2. METHOD

The research method used is a mixed method. Mixed method is a procedure for collecting, analyzing, and mixing both methods, namely quantitative and qualitative in one study in order to obtain a comprehensive analysis to answer the research problem. The mixed research design used is sequential explanatory. The first stage of the sequential explanatory strategy is to collect and then analyze quantitative data. This was followed by collecting and then analyzing qualitative data which was built based on the initial quantitative results. The research sample consisted of 30 learning committee teachers at driving schools located in Metro City, Lampung Tengah Regency, and Pesisir Barat District. The school levels that were used as the research sample were Elementary School, Junior High School, and Senior High School. Questionnaire, Interview, and Observation Data Collection Techniques. This questionnaire contains questions related to the research topic to be studied. Respondents can fill out the questionnaire independently or with the help of researchers. Interviews can be conducted face-to-face or via telephone or video call. Observations can be made with or without direct interaction with the observed object. The advantage of the observation technique is that it allows the researcher to obtain more accurate and objective data because it does not depend on the respondent's perception. Data analysis techniques using quantitative and qualitative data analysis. Quantitative data analysis is an analytical technique that uses statistical methods to process numerical data. This technique is suitable for data generated from structured data collection techniques such as questionnaires or questionnaires. Meanwhile, qualitative data analysis is an analytical technique used to process non-numeric data. This technique is suitable for data generated from unstructured data collection techniques such as interviews or observation.

3. RESULT AND DISCUSSION

Result

Based on the results of interviews and observations and documentation conducted with 30 learning committee teachers at driving schools located in Metro City, Lampung Tengah Regency, and Pesisir Barat District. So, the data obtained regarding the integration of assessment in learning carried out by the teacher as the first category in the assessment in Table 1.

Table 1. Integration of Teacher Assessment in the First Category of Learning

No	Activity	Total	Percentage (%)
1	The teacher conducts an initial assessment of learning but isnot used to design learning or to identify students who need more attention	7	23,33
2	The teacher begins to carry out assessments several times(not only when approaching the reporting / report card period) but assessments are carried out only to provide value to students and have not been used to design learning	29	96,67
3	Teachers only use the assessments provided in textbooks and/or teaching modules	27	90,00
4	The teacher conducts a formative assessment at the beginning of learning and the results are used to identify students who need more attention when designing assessments, the teacher begins to pay attention to the suitability between the assessment and the learning objectives	15	50,00

Based on Table 1 above, it can be analyzed that the teacher's condition in providing an integrated assessment in learning is that the teacher conducts an initial assessment of learning but is not used to design learning or to identify students who need more attention by 23.33% of teachers out of 30 teachers. Then 96.67% of teachers started conducting assessments several times (not only when approaching the reporting / report card period) but assessments were carried out only to give grades to students and had not been used to design learning. Furthermore, 90% of teachers only use the assessments provided in textbooks and/or teaching modules. In this first analysis, 50% of teachers carry out formative assessments at the beginning of learning and the results are used to identify students who need more attention when designing assessments, teachers begin to pay attention to the suitability of assessments and learning objectives. Integration of Teacher Assessment in the second category of learning in Table 2.

Table 2. Integration of Teacher Assessment in the Second Category of Learning

No	Activity	Total	Percentage (%)
1	The teacher carries out a formative assessment at the beginning of the lesson and the results are used to design the next lesson that is in accordance with the achievementsof the majority of students in their class (not yet a differentiated lesson plan)	28	93,33
2	The teacher conducts an assessment to get feedback about the needs of students and determines the follow-up	13	43,33
3	The teacher carries out a formative assessment at the beginning of learning and the results are used to designdifferentiated learning according to the learning achievement stages of students (teaching at the right level)	7	23,33
4	Teachers are able to make learning adjustments throughoutthe learning process so that all students achieve learning goals	15	50,00
5	Education units develop policies that encourage teachers to use assessment results in designing curricula and lessons	23	76,67

Based on Table 2 above, regarding the integration of teacher assessment in the second category of learning, namely 93.33% of teachers carry out formative assessments at the beginning of learning and the results are used to design subsequent learning that is in accordance with the achievements of the majority of students in their class (not yet a differentiated learning plan) , then 43.33% of teachers carry out assessments to get feedback about the needs of students and determine follow-up, 23.33% of teachers carry out formative assessments at the beginning of learning and the results are used to design differentiated learning according to the stage of learning achievements of students (teaching at the right level), 50% of teachers are able to make learning adjustments throughout the learning process so that all students achieve learning goals, and 76.67% of education units develop policies that encourage teachers to use assessment results in designing curricula. lum and learning.

Discussion

Some things that can be done to improve the integration of teacher assessments in learning are as follows. First, determine learning objectives: The teacher must determine clear and specific learning objectives, and develop assessments related to these objectives (Kalleny, 2020; McGrew et al., 2018). Second, using formative assessment: Formative assessment is an assessment process carried out during learning to monitor and provide feedback on students' progress in achieving learning objectives. Formative assessment can help teachers improve learning programs in a sustainable manner (Granberg et al., 2021; Kalleny, 2020; Xiao & Yang, 2019). Third, applying summative assessment: Summative assessment is an assessment process carried out at the end of a lesson to evaluate the overall achievement of students. Summative assessments can help teachers make decisions about student progress and evaluate the effectiveness of learning programs (Meyer-Beining et al., 2018; Yüksel & Gündüz, 2017). Fourth, using various types of assessment: Teachers can use various types of assessment, such as written tests, assignments, projects, and presentations, to measure students' abilities as a whole and integrated, Sixth, using the right assessment tools: Teachers must choose the right assessment tools to measure students' abilities and ensure that the tools can measure learning objectives effectively (Clarisó et al., 2017; Denham et al., 2020). Sixth, analyze and use the results of the assessment: Teachers must analyze and use the results of the assessment to make the right decisions in improving learning programs and provide effective feedback to students (Hardon et al., 2021; Pramono et al., 2021). By integrating assessments into learning programs in an integrated manner, teachers can ensure that assessments are carried out consistently, are relevant to learning objectives, and provide useful information for students in achieving learning objectives (Sumarni et al., 2018; Widana, 2017). The teacher's performance assessment is in accordance with the main determinants of the performance assessment methodology, as illustrated in Table 3.

Table 3. Main determinants of performance appraisal methodology

Determinants	Assessment Subject	
	Employee	**Student**
Assessment Purpose	To determine the level of performance or competency (with success versus failure criteria)	To determine student performance levels (high achievers versus low achievers; masters versus nonmasters)
Policy	Selection Promotion Retention (holding rights) Demotion (Demotion) Transfer Termination Wage fix	Screening Formative Classification/Placement Diagnosis Summative
Action	Guidance to increase work motivation Training to improve skills	Determination of appropriate teaching and action programs. Competency certification Licence
Assessment Method	Functional Job analysis (FJA), Numerical Rating Scale, Performance Test, Assessment Center, Appraisal Interview, Utulity Analysis, Validity Generalatization and Predictive Bias, Performance Distribution Assessment	

Among the main determinants of performance appraisal methodology listed in Table 3, is the nature of the decisions that differentiate between employee and student performance appraisals. The first step in the appraisal process is determining the individual decision to be made. The next step is to adapt their measurement and data collection strategies so that the information important to their decisions is obtained. In addition to decisions given according to the results of the assessment, a certain level of individual performance indicates that certain actions must be taken. When employee performance is considered unsatisfactory, the decision to reduce or retain can be reached with recommendations to train employees so that their skills increase (Gawrycka et al., 2021; Piñero Charlo et al., 2021). Instructional decisions from diagnostic and formative tests based on student performance levels are usually followed by solutions by designating appropriate teaching materials. Certificates or licenses can be issued if the level of criteria in the professional program has been achieved (Chen et al.,

2022; Wei et al., 2021). All of these actions can be seen as a consequence of the decision-making process and, as such, should be considered in conjunction with the decisions in the planning assessment.
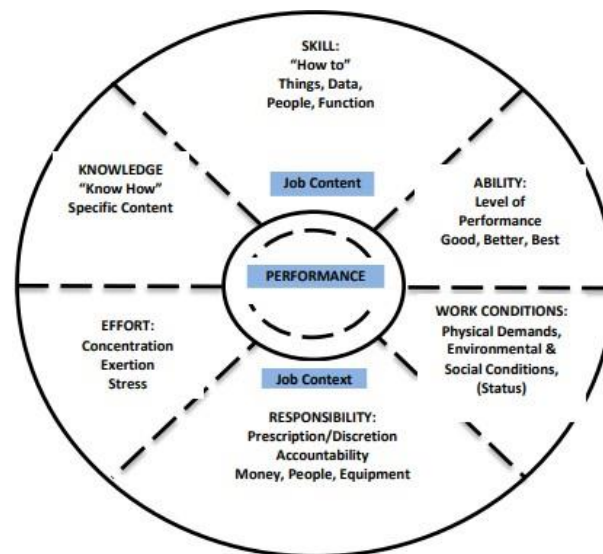
Figure 1. The Holistic Concept of Performance Appraisal (Siahaan et al., 2023)

Figure 1 illustrates the process of the overall performance. At the center point is the unanalyzed performance. Holistic performance of people doing their jobs. Maybe the workers are not doing their jobs well enough and they need help to do better. Colloquial terms of "knowledge", "skills", "ability", "effort", "responsibility", and "working conditions" will appear and be used for this communication. Knowledge, skills, and abilities have a direct relationship with the content of work or the output of work. Effort, responsibility, and working conditions are more related to the situation or work environmental context to which the individual worker must adapt. Skills relate to "how" based on a person's function, data, and hierarchy from functional job analysis. Ability relates to the quality (adjective or adverb) or amount (number) that needs to be achieved by workers to produce satisfactory output. effort) refers to the (mental) concentration, or (emotional) stress that is likely to be required in a work situation. Responsibility refers to the combination of prescriptions/discretion in instructions and also as a consequence of their involvement in work. Working conditions relate to physical needs, environment, and social conditions.

Effective teachers will produce effective learning. Effective learning will increase the effectiveness of education at the macro level. Effective learning can be realized if the teachers as the forefront of the learning system in the classroom have the required professionalism (Abosalem, 2016; Aini et al., 2022). Furthermore, in the context of coaching and improving teacher professionalism, it is periodically evaluated by those who have the authority to evaluate, assess or assess teacher performance. There are various kinds of evaluation systems or assessments of teacher professionalism, including portfolio assessment as was done some time ago (Cadd, 2012; Suarsana et al., 2018). This portfolio assessment has several weaknesses, including being prone to manipulation, there is evidence or evidence shown by the teacher. In addition, teacher performance cannot be comprehensively known. Other assessment systems can be through tests, or through performance appraisal (Edy et al., 2019; Wright et al., 2018). Effective teachers will produce effective learning. Effective learning will increase the effectiveness of education at the macro level. Effective learning can be realized if the teachers as the forefront of the learning system in the classroom have the required professionalism (Bernadetha, 2020; Huang & Chiu, 2015). One evaluation system that is effective in increasing teacher professionalism is performance assessment, which according to some experts is defined as an assessment of a person's performance including the process of acquiring, applying knowledge, and skills through a learning process that demonstrates ability, documented through systematic observation to set policies for the person.

4. CONCLUSION

Based on the results of data analysis in the discussion above, it can be concluded that teachers need to carry out formative assessments at the beginning of learning and the results are used to design differentiated learning according to the learning achievement stage of students (teaching at the right

level). The integration of teacher assessment in learning refers to the process of developing, implementing, and analyzing assessment results that are integrated and interrelated in learning programs. The integration of this assessment is very important because it can help teachers monitor student progress, evaluate the effectiveness of learning programs, and make the right decisions in improving learning programs. By integrating assessments into learning programs in an integrated manner, teachers can ensure that assessments are carried out consistently, are relevant to learning objectives, and provide useful information for students in achieving learning objectives.

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