

# INTEGRATED ASSESSMENT MODEL FOR ASSESSING TEACHING ABILITIES IN DISTANCE TEACHER EDUCATION

Siti Julaeha ([sitij@ecampus.ut.ac.id](mailto:sitij@ecampus.ut.ac.id))<sup>1</sup> & Amalia Sapriati ([lia@ecampus.ut.ac.id](mailto:lia@ecampus.ut.ac.id))<sup>2</sup>

<sup>1,2</sup>Universitas Terbuka, Indonesia

## Abstract

This article was written based on the research conducted to produce an innovative assessment model of students' teaching abilities, which can be administered in Universitas Terbuka or any other distance teacher education institutions. The rationale of the research was the importance of providing graduates with analytical skills and creativity, problem-solving skills, the abilities to collaborate and communicate, as well as the resilience and fortitude. Such abilities are expected to be applied in teaching as well as to be taught and modeled so that their students will have similar abilities and skills. Data collected through the literature review, interview with managers and discussions with students of the Degree Program of Elementary School Teacher Education at the Faculty of Education at Universitas Terbuka, Indonesia, study of documentations, as well as tests for students participating in the online tutorials at the first and second semester of 2015. Data were qualitatively and quantitatively analyzed according to the type of data collected. The result study showed that the teaching abilities which the Elementary School Teacher Education Program' graduates should possess are the abilities to plan, implement, as well as assess the process and results of instruction in effective, efficient, and innovative ways. The study produced the hypothetic assessment model which is the integration of a theory mastery assessment with written tests, products' assessment and portfolio, as well as performance tests in authentic situations to measure the students' performance and attitudes/behaviors. In order to be applied in the context of distance higher education, the hypothetic model of teaching ability assessment which was produced need to be tested.

Key words: *integrated assessment, teaching abilities, online tutorials*

## 1 INTRODUCTION SECTION

Professional teachers are teachers who have, master, and appreciate set of knowledge and skills o be able to carry out the teaching tasks [1].In implementing their professional tasks teachers have to be responsible in providing a learning plan, implementing quality learning process, as well as assess and evaluating learning outcomes.

Undergraduate Program of Elementary School Teacher Education is to prepare and/or improve the qualifications and quality of teachers in performing the tasks of a learning agent. Teachers are expected to support the younger generation development in order to have the analytical skills and creative, the ability to learn how to learn, problem-solving skills, the ability to collaborate and communicate, as well as the resilience and fortitude in the face of challenges [2].Graduates of Elementary School Teacher Education Program expected to perform duties as a reliable and professional practitioners based on the relevant principles and ethics. Therefore, the learning outcomes of teacher education programs should be oriented towards the implementation of the teaching duties in an effective, efficient, and innovative ways.

To ensure that students have learning and assessments experiences for a variety of high-level capabilities that can foster skills and abilities [2], then a study should be done by analyzing the suitability evaluations, with the ability and skills developed in learning. This study referred to the research questions of (1) what teaching abilities should be possessed by the graduates of Elementary School Teacher Education Program, and (2) how the assessment model of the teaching abilities.

With regard to teaching skills that must be held by teachers that can be used as indicators in measuring teacher's abilities, there are four dimensions measured, which consists of strategy and behavior in class, preparation and planning, reflection of teaching, as well as collegiality and professionalism[3].

Meanwhile, teachers also must meet five capabilities in teaching, which consists of having the ability to enable students to learn, creating a climate of learning, identifying diversity in the classroom, implementing the learning, and organizing classes [4]. In relation to the learning outcomes, Marzano & Kendall [5] proposed the taxonomy, which is based on Bloom's taxonomy, for designing and assessing learning outcomes. The taxonomy contains elements of the realm of knowledge and level of processing. The realm of knowledge consists of components: information, mental procedures, and psychomotor procedures. Meanwhile, the levels of the process consist of the abilities of tracking, understanding, analysis, and use of knowledge, as well as metacognitive and *self-system thinking*.

The success of the teacher education program is indicated by student mastery of the abilities and skills specified in the learning outcomes. The student mastery can be identified through implementation of the assessments, which meet such characteristics of: providing the right and accurate information of the things that have been learned, have clear objectives thus have beneficial impacts, involving faculty and staff at the college, as well as originating and attention to the clear and important learning outcomes [6]. To have a good and accurate assessment, assessment should meet the criteria of: refer to clear and important; use various types of assessments; and ensure the strategy choice that fair and not bias [6].

## **2 METHODOLOGY**

This article was written based on the research conducted which used research and development design in order to produce an innovative assessment model of teaching abilities of elementary teacher-students who register at Elementary School Teacher Education Program at the Faculty of Education, in Universitas Terbuka, Indonesia. The article presents the results of literature review and data.

Data collected through the literature review, interview with managers and discussions with students participating in the tutorial course for Curriculum Development and Learning in Elementary School, study of documentations, as well as tests for students participating in the online tutorials at the first and second semester of 2015. The rules and policies related to teachers and teacher education curriculum was collected through the study documentation. Interview was conducted to obtain information about the graduate profiles and assessment which has been carried out. Discussions with students conducted to obtain information about the challenges and needs faced by teachers in implementing the tasks at each school. The test, as one of the tasks tutorial, conducted to determine the teacher mastery of concepts and procedures relating to the planning, implementing, and assessing of learning. The test, as one of the tasks in the tutorial, was given to indicate the mastery of the concepts and procedures related to the planning, implementation, and assessment of learning.

The data were qualitatively and quantitatively analyzed according to the type of data collected. Qualitative data were analyzed descriptively qualitative. Descriptive and qualitative analysis conducted through the identification, assessment, grouping /coding, and analysis of data collected. Meanwhile, quantitative data is analyzed quantitatively by calculating the mean and percentage

## **3 RESULTS AND DISCUSSIONS**

One of the characteristics of a good assessment refers to the expected learning outcomes mastered. Therefore, the presentation in this section begins with a description of the research on teaching skills of Elementary Teacher Education Program graduates.

### **3.1 Teaching Abilities and Skills of Graduates**

Having regard to the demands of the Law No. 14/2005 on Teachers and Lecturers, the teaching skills that must be mastered elementary school teachers include the abilities and skills to plan learning, implementing quality learning process, as well as evaluating the learning process and results in an effective, efficient, and innovative [7]. To be able to master these capabilities, the elementary teacher education

program should provide the teacher with a mastery of disciplines of core five subjects in elementary school; the characteristics of elementary school pupils, the concept of teaching and learning, evaluation of processes and learning outcomes, as well as classroom action research. Moreover, the teacher education program must develop elementary school teacher skills in designing, implementing, assessing learning, and improve and enhance the quality of learning; socially and professionally communication; and sustainably develop teacher's skills in accordance with the demands and the development of Science and Technology. The program also have to provide guidance and coaching attitude and behavior as educated citizens who are religious, democratic, and intelligent and uphold the code of teacher ethics, thus teachers can carry out the tasks based on relevant principles and ethics. Marzano have used those indicators to assess teacher capabilities in teaching [3]. The focus of assessment of Marzano Evaluation Model are abilities to use teaching strategies and behave in the classroom, prepare and design learning, conduct reflection of teaching, as well as develop collegiality and professionalism [3].The assessment is also in line with the opinion of Darling-Hammond [8] that teachers must have the abilities and skills in designing curriculum and learning, encouraging students, using assessment in learning, and creating a productive classroom environment and professionally developing themselves.

With regard to the teacher capabilities in teaching, results of discussions with students who involved in online tutorial of Curriculum Development and Learning in Elementary School course during semesters 2015.1 and 2015.2 indicated that the students still faced challenges in teaching, namely in terms of mastery of subject material, developing instrument and conducting assessment, especially in implementing authentic assessment as implementation of Curriculum-2013, providing of instructional media, adjusting learning with learners characteristics, motivating students to be active in learning, as well as the management class for the class with big number of students. The results were in line with the results of the tests which were given in tutorial. The results of the tests indicated that the students had low mastery in designing learning program, especially in selecting and organizing learning material (a score of 42 in the scale of 100), developing instrument for assessment (score of 7 on a scale of 100), as well as understanding the concept of tests and assessment (a score of 50 on a scale of 100). The average score of understanding of basic skills of teaching was 60 (scale 100), with a score of 50 for understanding of the questioning skills. Meanwhile, the mastery of understanding of implementation of classroom action research was good with an average score of 80. With regard to the outcome of the discussions and tests, the teacher education programs should provide relevant materials and develop teaching capabilities so that the student will carry out effectively, efficiently, and innovative teaching.

Conformity of learning outcomes with teaching skills in performing daily teaching is also one rationale for the Government in establishing the National Qualifications Framework Indonesia, which juxtaposes, equalizes, and integrates the fields of education, vocational training and work experience in order to award recognition of work experiences and competencies in accordance with the competence structure of employment in various sectors.

Based on the Framework, the development of educational programs should pay attention to the necessary competence in the field of work-related. Implementation of the Framework requires the teacher education program to be able to demonstrate accountability in providing proper program and generating appropriate teachers since it is the equalization of the quality of human resources [9]. Having regard to the capabilities required teachers to teach effectively, efficiently, and innovative, and in accordance with the level of qualification, then graduates of the program should master the abilities and skills which have been determined in the learning outcomes. The graduates are required to become innovative educators in accordance with the development of Science, Technology and the Arts, and adaptive skills .It has to leave the routine. Adaptive expertise has dimensions of efficient and innovative. Efficient is able to perform learning by utilizing the available resources, while innovative is able to make changes by leaving the routine [10].

### **3.2 Assessment Model of Teaching Abilities and Skills**

The assessment was conducted to determine mastery of learners towards learning outcomes that have been set. Instruments used in the assessment determined by the nature of the learning outcomes to

be assessed. In connection with the acquisition of teaching skills, assessments carried out should cover all learning outcomes that support the abilities and skills to teach.

Based on Basic Education Catalog 2015 in Universitas Terbuka, Indonesia [11], the assessment which conducted in the program includes tests in Final Semester Examination and the Final Program Test, tutorial tasks, and assessment of practicum, as well as assessment of product (reports). Having regard to the formulation of appropriate learning outcomes to equip graduates with the abilities and skills to teach effectively, efficiently, and innovatively, the assessment that have to be conducted consists of written tests, assessment and portfolio of products, as well as test performance.

### **3.2.1 *Written test***

Written tests is provided in order to assess mastery of concepts and problem solving skills concerning the planning, implementation, and assessment of learning, characteristics of elementary school students; teaching materials in schools; substance and methodology that supports learning in school; as well as classroom action research. Types of tests used may be an objective or essay tests in accordance with the nature of the learning outcomes of the course.

### **3.2.2 *Product and Portfolio Assessment***

This type of assessment is used to measure the abilities and skills in applying concepts, theories, and procedures to produce the products of curriculum and learning, such as syllabus, plan and implementation of learning, instructional media, and instruments of assessment, as well as practical reports, research reports, and papers. Assessment of product samples is one assessment instrument that can be used for the improvement of teacher capacity building program [8].

### **3.2.3 *Performance Tests***

Assessment techniques used to measure the performance of the professionals in the authentic context, including attitudes and behavior. Learning achievements which were assessed through tests of performance are the learning outcomes which related to the implementation of regular learning and implementing improvements based learning concepts and principles of action research. The purposes of conducting tests of performance in the practice of teaching were to find out the progress of teaching skills, improve and enhance learning, giving feedback, and determine the level of competence [12]. The main thing that needs to be considered in the assessment is referring to the written protocol, information, assessment criteria, the planned targets, the needs of students, and relevant questions [12]. Assessment can be conducted with face to face, the self-assessment of individual, supervisor rating, the rating scale, and anecdotal notes. Thus the instruments of authentic performance assessment were developed and validated in order to assess the skills of planning, learning, assessment, and self-reflection that refer to the standard teaching criteria [8]. Instruments of performance assessment are considered more valid than instrument of traditional assessment that uses tests.

Figure1 shows the connection of learning outcomes to types of assessment which was used to assess learning outcomes. The model of assessment was developed according to the proposed Darling-Hammond [8] on the assessment for the improvement program to improve teacher competence. In measuring student learning outcomes, Darling-Hammond collect data about students' perceptions of what have learned, through surveys and interviews and pre- tests and final tests, performance assessment, assessment of product samples, and observations of practice.

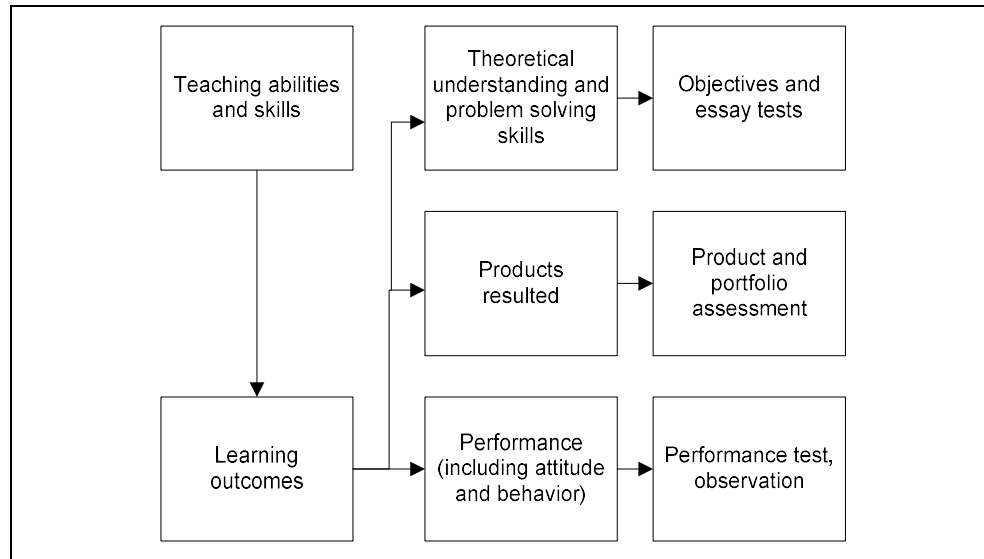


Figure 1 Model of Assessment of Teaching Abilities and Skills

#### 4 CONCLUSIONS

From the results of the study of theory and research data can be summarized as follows. Ability to teach students to master learning is the ability to plan, implement quality learning, as well as evaluating the learning process and results in an effective, efficient, and innovative. To be able to master these skills students should learn and master the characteristics of elementary school students; substance and the basic methodology of science subjects in primary schools; designing and implementing learning; as well as developing the professional capabilities on an ongoing basis

Model assessment of teaching abilities and skills should be an integration among the assessment of theoretical concepts and problem solving skills through a written test; the assessment of abilities to apply concepts, theories, and procedures to produce products using assessments and portfolios of products, as well as the assessment of professional performance, including attitudes and behavior, in an authentic context, through performance tests and observations.

Results of the study were obtained through literature review of learning outcomes and preliminary research of developing model of assessment models of teaching ability, therefore, further research on teaching abilities and skills as well as the model of assessment of teaching abilities and skills need to conduct in the context of distance higher education

#### REFERENCES

- [1] Saud, US (2009). *Teacher Professional Development*. Bandung: CV Alfabeta.
- [2] Turnipseed, S., & Darling-Hammond, L. (2015). Accountability is more than a test score. *Education Policy Analysis Archives*, 23(11). This article is part of EPAA / AAPE's Special Series on *A New Paradigm*. Downloaded <http://dx.doi.org/10.14507/epaa.v23.1986> on February 17, 2015
- [3] Marzano, R.J. (2011). *Research Base and Validation Studies on the Marzano Evaluation Model*. [www.MarzanoEvaluation.com](http://www.MarzanoEvaluation.com).

- [4] van de Grift, W., Helms-Lorenz, M., & Maulana, R. (2014). Teaching skills of student teachers: Calibration of an evaluation instrument and its value in predicting student academic engagement. *Studies in Educational Evaluation*. Downloaded dated February 1, 2015 from <http://dx.doi.org/10.1016/j.stueduc.2014.09.003>
- [5] Marzano, RJ & Kendall, JS (2008). *Designing and Assessing Educational Objectives*. Thousand Oaks, California: Corwin Press. A. Sage Company.
- [6] Suskie, L. (2009). *Assessing student learning: a common sense guide*. Second Edition. San Francisco: Jossey Bass a Wiley Imprint.
- [7] Law No. 14 Year 2005 on *Teachers and Lecturers*.
- [8] Darling-Hammond, L (2006). Teacher education Assessing the usefulness of multiple measures for assessing program outcomes, *Journal of Teacher Education*, Vol.57, No.2, March / April 2006, 120-138. DOI: 10.1177 / 0022487105283796
- [9] Presidential Regulation No.8 Year 2012 on the *National Qualifications Framework Indonesia*.
- [10] Hammerness, K., Darling-Hammond, L., Bransford, J., with Berliner, D., Cochran-Smith, M., & Zeichner, K. (2005). How Teacher Learn and Develop, in Linda Darling-Hammond & John Bransford, *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. San Francisco, CA .: Jossey-Bass. P.358-389.
- [11] The Catalog 2015 Of Basic Education Program in Universitas Terbuka
- [12] Tillema, H., H. (2009). Assessment for learning to teach. Appraisal of practice teaching lessons by mentors, supervisors, and student teachers. *Journal of Teacher Education Volume 60 Number2*, March / April 2009, 155-167, Sage Publications 10.1177 / 0022487108330551 downloaded on January 2 201 of <http://online.sagepub.com>