

Competency Based Assessment Techniques at MAS Ishlahiyah Binjai

Nabila¹, Septia Putri Delima², Nurul Ala³, Nurmalasari⁴, Nuriyani⁵

^{1,2,3,4,5}Institut Syekh Abdul Halim Hasan Binjai, Indonesia

Email: nabilabs1@gmail.com; septiaseptia1727@gmail.com; alanurul390@gmail.com;
nurmalasari68570@gmail.com; yaninuri893@gmail.com

ABSTRAK

Penelitian ini mengeksplorasi pengembangan metode penilaian kinerja guru berbasis kompetensi untuk meningkatkan kualitas pendidikan tinggi. Dengan menggunakan metodologi studi literatur yang komprehensif, penelitian ini menyelami konsep dasar kompetensi dalam konteks pendidikan tinggi, menganalisis metode-metode penilaian kinerja guru yang ada, dan mengidentifikasi hambatan serta tantangan dalam proses penilaian. Temuan utama mencakup pemahaman mendalam tentang kompetensi esensial yang diharapkan dari guru pendidikan tinggi, eksplorasi metode penilaian yang ada, dan analisis kritis terhadap hambatan seperti subjektivitas dan resistensi terhadap perubahan. Penelitian ini mencapai puncaknya dengan merumuskan kerangka konseptual yang kokoh untuk metode penilaian berbasis kompetensi. Implikasi dari penelitian menyarankan bahwa metode penilaian yang diusulkan, dengan fokus pada aspek-aspek pengajaran yang kritis, memiliki potensi untuk secara signifikan meningkatkan kualitas pendidikan tinggi. Hasil penelitian berupa produk instrumen penilaian berbasis kompetensi pada praktikum permograman web yang berupa tes berbasis kompetensi praktik, rubrik penilaian kompetensi praktik dan rubrik penilaian aspek afektif. Hasil pengembangan memenuhi tuntutan validitas, berdasarkan penilaian pakar yang dianalisis menggunakan koefisien indeks Aiken. Kepraktisan produk juga terpenuhi melalui respon yang diberikan guru sebagai pengguna sangat positif dan kategori kemampuan guru sangat baik. Hasil belajar peserta didik yang melampaui KKM menunjukkan bahwa produk yang dikembangkan memenuhi kriteria efektif.

Keyword: Penilaian Berbasis Kompetensi; Kinerja Guru; Pendidikan Tinggi; Validitas dan Reliabilitas Instrumen; Pengembangan Metode Evaluasi

ABSTRACT

This research explores the development of competency-based teacher performance assessment methods to improve the quality of higher education. Using a comprehensive literature study methodology, this research explores the basic concept of competency in the context of higher education, analyzes existing teacher performance assessment methods, and identifies obstacles and challenges in the assessment process. Key findings include an in-depth understanding of the essential competencies expected of higher education teachers, an exploration of existing assessment methods, and a critical analysis of barriers such as subjectivity and resistance to change. This research culminates in formulating a robust conceptual framework for competency-based assessment method. The implications of the research suggest that the proposed assessment method, with its focus on critical aspects of teaching, has the potential to significantly improve the quality of higher education. The results of the research are competency-based assessment instrument products for web programming practicum in the form of practical competency-based tests, practical competency assessment rubrics and affective aspect assessment rubrics. The development results meet validity requirements, based on expert assessments which are analyzed using the Aiken index coefficient. The practicality of the product is also fulfilled through the very positive response given by teachers as users and the teacher's ability category is very good. Student learning outcomes that exceed the KKM show that the product developed meets the effective criteria

Keyword: Competency Based Assessment; Teacher Performance; Higher Education; Validity and Reliability of Instruments; Development of Evaluation Methods

Corresponding Author:

Nabila,
Institut Syekh Abdul Halim Hasan Binjai,
Jl. Insinyur H. Juanda No.5, Timbang Langkat, Kec. Binjai Tim., Kota Binjai,
Sumatera Utara 20737, Indonesia
Email: nabilalbs1@gmail.com

**1. INTRODUCTION**

Higher education, as the main support for a country's development, involves a strategic role in forming a society that is not only intelligent and qualified, but also innovative, responsive to change, and able to face global challenges (Murtado et al., 2023). Higher education institutions are not just places to gain knowledge, but are also dynamic arenas where students can hone skills, cultivate leadership, and build strong character (Mismiwati, Nurliqi, Nurlia, & Lestari, 2023). The important role of higher education lies in its ability to provide a holistic learning experience, including academic, practical and moral aspects (Heriyanto, 2022). In this environment, students are not only provided with information, but are also encouraged to think critically, collaborate and develop their creativity. This process helps form individuals who are not only ready to enter the world of work, but also highly competitive in a rapidly changing economic and social era (Tarigan, Sitompul, & Margery, 2023).

Thus, the role of higher education is not only limited to classroom learning, but also includes experiences outside the classroom that involve students in extracurricular activities, internships, and social projects. In this way, higher education institutions not only produce graduates who are academically competent, but also prepare individuals who are tough, adaptive, and have integrity to face complex future challenges (Salam, Hita, & Juliansyah, 2021). In the dynamics of globalization and increasingly fierce competition, higher education institutions are required to not only focus on delivering academic material, but also pay attention to developing soft skills and practical skills that are relevant to the needs of industry and society (Fitriansyah, Rahadi, Nurlia, & Baidun, 2023). Therefore, the role of teachers in higher education is not only limited to conveying information, but also as learning facilitators who can motivate, guide and inspire students to achieve their best potential.

Assessment of student learning outcomes in basic education and secondary education includes: attitude aspects, knowledge aspects and skills aspects. These three aspects of assessment are in accordance with the assessment concept in the 2013 Curriculum. One of the emphases in the 2013 curriculum is authentic assessment. Authentic assessment is an activity of assessing students that emphasizes what should be assessed, both process and results with various assessment instruments that are adapted to the competency demands in the Competency Standards (SK) or Core Competencies (KI) and Basic Competencies (KD) (Kunandar, 2014).

Based on phenomena in the field, we are interested in research with the title "COMPETENCY-BASED ASSESSMENT TECHNIQUES". The main challenge lies in the inability of existing performance evaluation methods to cover all dimensions of teacher success. Sometimes, the focus is too focused on certain aspects, such as student academic achievement, without considering elements of interpersonal skills, innovation in teaching methods, or contributions to research and curriculum development (Awaluddin, Molina, Nurlia, & Isra, 2023). Therefore, a substantial update in the approach to teacher performance evaluation is needed. A more contextual and competency-based assessment method could be a more effective solution. This approach considers the specific context in which teachers operate, recognizes the diversity of teaching approaches, and provides room for variations in teaching styles to suit student needs (Tohawi & Yusiana, 2023).

2. RESEARCH METHOD

The research method used in this research is a literature study method which is carried out systematically and comprehensively. This research focuses on exploration, analysis and synthesis of various literature sources related to the development of competency-based teacher performance assessment methods to improve the quality of higher education. First of all, this research identifies literature sources that are relevant to the research topic. These sources include scientific journals, books, research reports, and official documents related to higher education and teacher performance assessment. The selection of literature was carried out carefully and systematically to ensure relevance to the research objectives. Next, the selected literature will be analyzed in depth. Analysis involves extracting information related to basic concepts of teacher performance assessment, current theories in performance assessment, and competency aspects relevant to higher education. Data from the literature will be carefully organized and arranged to build a research conceptual framework. During the literature study process, this research also considered comparisons between existing teacher performance assessment methods and concepts emerging in the literature. The advantages, weaknesses and obstacles to implementing these methods are identified to form a complete understanding.

(Nabila)

The development of competency-based assessment instruments in practicum refers to the strategy for developing competency-based assessment instrument grids according to Djemari Mardapi which consists of 7 stages, namely:

1. **Idea Development** At this stage, ideas are first identified and developed systematically, so that irrelevant and unrealistic ideas can be avoided. Identification is carried out to determine the competency standards that students must master as the minimum standards that must be achieved. The next step is to define these competencies in the form of basic competencies as an effort to achieve previously determined competency standards.
2. **Idea Screening (Need Assessment)** The purpose of idea screening is to reduce existing ideas so that they can be realized, in accordance with learning policies and strategies. In determining the idea (instrument to be developed) it is necessary to pay attention to several aspects, including: determining the main material that can support the achievement of supporting subject competencies. To make it easier to develop the main material, it needs to be translated into indicators so that goals are achieved in accordance with the established competencies.
3. **Concept Development and Testing (Instrument Trial)** At this stage, the approved ideas (main material and indicators that are in accordance with the competency standards to be achieved) are then developed in the form of assessment instruments (cognitive, affective and psychomotor). Next, the assessment instrument is assessed by an expert, and based on the expert's opinion, the assessment instrument can be used and then the instrument is tested on a group of students (small scale test of 10 students).

3. RESULTS AND DISCUSSION

The results of this research, which was carried out using literature study techniques, include an in-depth understanding regarding the development of competency-based teacher performance assessment methods to improve the quality of higher education as a producer of future teachers. The following are the main results that can be found from this research:

- A. **Deep Understanding of the Concept of Competency in Higher Education** in producing professional teachers: Literature study produces an in-depth understanding of the concept of competency that is relevant in the context of higher education. This involves identifying the key competencies expected of a teacher in higher education, including teaching, research and community service abilities (Rohmah & Muhammad, 2021).
- B. **Exploration of Existing Teacher Performance Assessment Methods:** Through literature analysis, this research explores existing teacher performance assessment methods. The strengths and weaknesses of each method are evaluated, and a critical perspective is provided regarding their implementation in higher education settings (Sappaile et al., 2023).
- C. **Identification of Barriers and Challenges in Teacher Performance Appraisal:** The literature study provides a comprehensive picture of the barriers and challenges that may be encountered in teacher performance appraisal. This includes aspects such as assessor subjectivity, lack of suitability of assessment methods to higher education needs, and resistance to change (N. Lestari, Mardiansyah Simbolon, Monica, Armanto, & Alfarras, 2021).
- D. **Conceptual Framework for Competency-Based Assessment Methods:** The results of this research create a solid conceptual framework for the development of competency-based teacher performance assessment methods. This includes the integration of relevant competency concepts with clear and measurable assessment criteria (Tutuk, Maliki, & Wiyanto, 2021).
- E. **Implications for Improving the Quality of Higher Education** in producing teachers: Conclusions from the literature study highlight the positive implications of using competency-based teacher performance assessment methods for improving the quality of higher education. By focusing assessment on critical aspects, it is hoped that the quality of teaching and teacher contributions to the development of higher education institutions can be improved (Triyono, 2019).
- F. **Recommendations for Further Research and Implementation:** This research produces recommendations for further research and practical implementation of the developed assessment methods. This involves expanding the research to a variety of higher education contexts and adapting competency-based assessment methods to suit local needs.

Micro teaching Through the process of identifying fiqh subjects, it was concluded that the main material used as a reference for assessment was Style in fiqh material. In accordance with the research objective, namely developing competency-based assessment instruments in micro teaching practicum, the main material was further analyzed again to determine basic competencies that are in accordance with the core of the research. After analysis, the basic competency that is relevant to the assessment instrument that will be

developed is presenting a certain style in learning media. These basic competencies are then translated into 4 assessment indicators, namely:

- a. Design a style for the text
- b. Designing styles in multimedia
- c. Designing styles for media tables
- d. Designing styles for learning media forms

The indicators that have been identified are then developed into instruments in the form of practical tests. After the instrument development process, 6 practical test items were obtained. The assessment technique used is the performance assessment technique. Apart from developing instruments in the form of practical tests, assessment rubrics are also needed to make it easier to give grades to students according to their performance through the process, work results and teacher observations during practical activities. The assessment rubric was developed in the form of an analytical rubric with a score range of 1 – 4 where from the 6 practical test items there are 13 assessment criteria.

Description of the results of the validity analysis of the assessment instrument by experts. The validity test of the assessment instrument that has been developed was carried out by 2 experts. Each expert assesses the suitability between material, construction and language in each item of the competency-based assessment tool by giving a score to each aspect assessed with a score range of 1-4. Based on the validator's assessment, an analysis was carried out to determine the Aiken index coefficient using the formula proposed by Aiken.

Description of the Results of the Reliability Analysis of the Assessment Instrument. After validation was carried out by experts and it was stated that the assessment instrument developed was at the minimum criteria, namely valid, which means that the assessment instrument is suitable for use. Next, a small-scale trial was carried out with 10 testees to see the reliability of the instrument that had been developed. To determine the level of test reliability, Cronbach's Alpha reliability testing was carried out using SPSS 23.

More than just a set of numbers or indicators, competency-based assessment methods provide space for teachers to demonstrate their excellence in various fields (Khusnul & Tohawi, 2021). This evaluation does not only focus on test or research results, but also on the teacher's ability to manage the class, communicate effectively, and participate in curriculum development. It is important to note that competency-based teacher performance assessment methods are not only tools for assessing, but also tools for self-development. Teachers are given the opportunity to identify areas of development and design their own improvement plans. Thus, this approach creates a culture of continuous learning and motivates teachers to innovate and improve the quality of their teaching.

The development of competency-based teacher performance assessment methods is a critical foundation for ensuring that higher education fulfills its responsibility in producing graduates who not only meet academic standards, but are also equipped with skills and knowledge that are relevant to the demands of the real world, society and the dynamic job market. (Subekan, Azasi, & Purnomo, 2021). Competency-based assessment methods allow a more holistic assessment of a teacher's abilities. Apart from just academic achievement, assessment also covers aspects of teaching skills, communication skills, diversity, and involvement in curriculum development. In this way, teachers are not only measured from an academic perspective, but also from their capacity to understand and respond to the needs of students and the surrounding community (Tambun, Tarigan, Sitompul, & Tinambunan, 2023).

4. CONCLUSION

From the results of research in the field with friends including: Nabila, Nurmalasari, Nurul 'Ala, Nuriyani, Nur Cahyati, Septia Putri Delima, Aura Mahdiyyah, Nurul Arsih, Wahyu Rizqi Ardana, M. Arfinal, Muhammadiyah Fahmi Harahap, Nadia, Nazwa Azzahra Siregar, Luthfi Az zahra, dan Annisa Raudhatul Jannah.

This literature study research produces an in-depth understanding regarding the development of competency-based teacher performance assessment methods in the context of higher education. Through literature analysis, key competency concepts were identified, existing assessment methods were explored, and obstacles were identified in teacher performance assessment. From the research results, a solid conceptual framework for competency-based assessment methods was formed. The implication is an increase in the quality of higher education with a focus on critical aspects of teaching. Recommendations for further research and implementation involve expanding the research to various contexts and adapting competency-based assessment methods to local needs. Thus, this research provides a valuable contribution to the development of a more effective and relevant teacher performance assessment system in improving the quality of higher education.

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