DEVELOPING ASSESSMENT OF TEACHING ASSISTANCE PROGRAM IN STBA JIA

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Abstract

This research aimed to design and develop an assessment design commensurate with English for Teaching along with Applied English, English Critical Thinking, Practice, and Report courses in English Literature Department of STBA JIA. Using Research and Development referring to ADDIE model proposed by Branch (2010), this research includes analyze, design, develop, implement, and evaluate. The instruments used are interview, questionnaire, and observation. The assessment design covers five mechanism including formulation of learning targets, selection and form assessment instruments, implementation of the assessment, procedure of measurement, and report of assessment result.

Keywords: Assessment; Addie; Teaching Assistance

INTRODUCTION

In 2020, a new curriculum was obligated to be implemented in higher education. The curriculum was called Kurikulum Kampus Merdeka referring from Permendikbud No. 3 Tahun 2020. The Minister of Education, Culture, Research and Technology of the Republic of Indonesia, introduced the concept of Kampus Merdeka following the idea of Merdeka Belajar implemented in education system. Later four policies named Kebijakan Kampus Merdeka were released as a continuation of Kampus Merdeka concept. He argued the policies were the best decision among other options since it only needed Ministerial Regulations (Peraturan Menteri) instead of Government Regulation (Peraturan Pemerintah) or Acts (UndangUndang). One of the policies offered students three semesters to study different major. One semester equals 20 credits can be taken by studying different major within the student's college or university, while two semesters equals 40 credits can be experienced by learning related major in different college or university and other institutions. A significant difference is conveyed in the implementation of credit. Credit is no longer recognized as "studying" but as "experiencing". The students can "experience" teaching and learning process by doing various activities which are not restricted in the classroom only.

STBA JIA (Sekolah Tinggi Bahasa Asing JIA) implements this curriculum and offers one of the programs named Teaching Assistance (Asistensi Mengajar) that commensurate 20 credits of five courses covering English for Teaching Applied English, Critical Thinking, Practice, and Report. Referring to Nitko and Brookhart (2014) who stated that assessment provides teachers with information to make decisions about teaching and provides learners with information to make decisions about learning, designing an appropriate assessment to convert the credits of the program into courses carried out in STBA JIA became crucial.

Brown (2003), Bass (2004), and Gottlieb (2006) described assessment as an ongoing process wide domain, such as learners' response, learners' written work, or learners' performance in a presentation that has a substantial impact in providing reliable information to teachers and learners for instructional decision-making and meaningful learning as a documentation of learner performance which language teachers plan, collect, and interpret. A proper assessment

can help teachers to monitor the learners' progress which later can be beneficial for teachers in improving their skills in teaching itself.

In Indonesia, appropriate sources that can be used as references are Directorate General of Higher Education (Direktorat Jenderal Perguruan Tinggi) and Government Regulation of the Republic of Indonesia No. 57 Year 2021 (Peraturan Pemerintah RI No. 57 Tahun 2021) that elaborates learning assessment from formulation of learning targets, selection and form of assessment instruments, implementation of the assessment, procedure of measurement, and report of assessment result. Moreover, as teachers in Indonesia design their learning targets based on Indonesian Qualification Framework (Kerangka Kualifikasi National Indonesia/KKNI), the researcherss consider Learning Outcomes (Capaian Pembelajaran Lulusan /CPL) that covers Sikap, Pengetahuan, Ketrampilan Umum, and Ketrampilan Khusus as learning targets in designing assessment. And pointing out the previous description of three domains in learning, these learning targets are in line with the domains where cognitive is represented in Pengetahuan, affective is represented in Sikap, and psychomotor is represented in Ketrampilan.

METHOD

The method implemented is research and development initially proposed by Borg and Gall (1983, as cited in Gustiani, 2019) covering research and information collection, planning, developing preliminary form of product, preliminary field testing, revising main product, main field testing, revising operational product, operational field testing, revising final product, then disseminating and implementing. Research and development is also defined as a research that consists of three main activities, namely basic research, applied research, and development which created either products or tools (Hall, 2006; Klein, 2014).
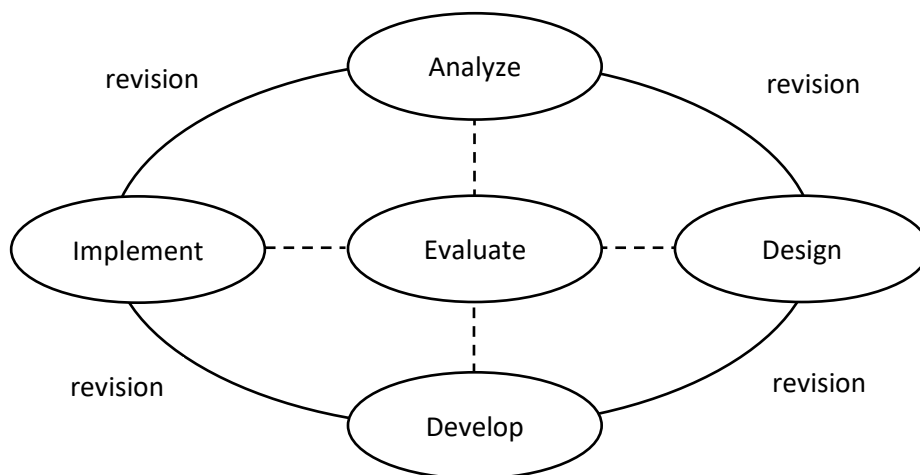

Figure 1. Procedure of ADDIE

The researchers used ADDIE that refers to the steps of the research, namely Analyze, Design, Develop, Implement, and Evaluate (Branch, 2010). Analyze is the stage where the researchers identified the probable causes for a performance gap by interviewing the policy makers. Based on the result of analysis, the researchers then design the assessment by verifying the desired performance and appropriate testing methods which is later developed by generating and validating the learning resources. In this stage, the researchers asked experts to validate the assessment before the implementation by distributing questionnaire. In implementation, the

students are engaged in a prepared learning environment. In the last stage called evaluation, the researchers assess the quality of the instructional products and processes after the implementation by using observation sheet.

RESULTS AND DISCUSSION

Results

Analyze

The analysis was conducted by interviewing policy makers. Information derived from the interview including present situation, wants, and constraints analysis. Five questions were compiled as information, yet they were obtained in different occasions during discussions and meetings with the policy makers. To the question asking about the respondents' opinion about references provided for assessment of Teaching Assistance Program, the respondents argued that they are still trying to find the most appropriate references for the assessment.As it is understandable that the program has not been implemented before, the respondents expected this research could give detailed information about it. Regarding the urgency of the assessment, the respondents said that it was really urgent because English Literature Department started the program next semester (Academic Year 2021/2022). When the question about expectation for the assessment, it was clearly mentioned that the expectation was so high that the assessment design in this research is greatly expected. Further, another expectation is that this kind of assessment can be updated annually to evaluate its strength and weakness and improve the problems appeared during its implementation. The last question related to the difficulties that may appear in designing the assessment, the respondents replied that it may be the way of making compatible assessment for all students since there are many possible schools with distinct features participated in the program. The other difficulties estimated are finding relevant references and creating scoring rubric for the performance instrument

Design

The researchers used the main reference from mechanism of assessment in Educational Assessment Standard (Government Regulation of the Republic of Indonesia, 2021, p. 11) to develop the assessment.This regulation mentioned five points of mechanism covering formulation of learning targets, selection and form of assessment instruments, implementation of the assessment, procedure of assessment, and report of assessment result. In developing each point, detailed information explaining learning assessment in Guideline of Higher Education Curriculum (Directorate General of Higher Education, 2020, pp. 49-59), Evaluation to Improve Teaching Isntrument (OECD, 2013), and Framework of Quality Assessment Tools (Whiting, et al., 2017) are put into consideration. Moreover, the researchers analyzes the syllabus English for Teaching, Applied English, English Critical Thinking, Practice, and Report as they commesurate with Teaching Assistance Program.

Development

Based on the design, the assessment was designed as shown below.

Formulation of learning targets	Attitude (S2) Upholding human values and performing duties based on religion, morals, and ethics **Knowledge (P4)** Able to identify the basic syllabus, coursebook, lesson plan, and assessing instruments properly and correctly **General Skill (KU1)** Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with their field of expertise **Specific Skill (KK4)** Able to demonstrate English teaching skills independently, systematically, and appropriately
Refers to learning targets set to be achieved and assessed in Teaching Assistance Program of learning targets	
1. Cognitive (Pengetahuan) 2. Affective (Sikap) 3. Psychomotor (Ketrampilan Umum - Khusus)	

Selection and form of assessment instruments	erformance	Report

Relates to tye of assessment, type of instruments and scoring rubric used to describe the criteria	1. Lesson plan
	2. Teaching implementation
	   a. Teaching and learning process
	   b. Teaching and learning assessment
	3. Relation between teachers and learners
		1. Content
		2. Systematization
		3. Language usage
		4. Reference
		5. Appendices

1. Formativeassessment: Attitude scale (observation) and Alternative testing (performance) 2. Summative assessment: Alternative testing (report) 3. All instruments are completed with scoring rubrics	**Attitude Scale** 1. Discipline 2. Leadership 3. Honesty 4. Responsibility 5. Cooperation	**Scale** 1 = very poor 2 = poor 3 = fair 4 = good 5 = excellent

Implementation of the assessment	During teaching assistance (Formative assessment)
The technical description of the assessment and the scorer in the assessment	1. Performance 2. Attitude scale
1. Formative: during Teaching Assistance Program 2. Summative: after Teaching Assistance Program	**After teaching assistance** (Summative assessment) 3. Report

Procedure of assessment	Score range
The detailed score for each criteria and the formula used to measure the total score	1. Performance : 40% 2. Attitude scale : 30% 3. Report : 30% **Formula** Performance : N1 = Average of Performance score Attitude scale : N2 = Average of Attitude Scale score Report : N3 = Average of Report score Final Score : NA = (0.4 x N1) + (0.3 x N2) + (0.3 x N3)
1. Score range 2. Formula to calculate the score	

Report of assessment result	Category of assessment
The conversion of the total score from Teaching Assistance Program into twenty credits in related courses	A 80 – 100 Excellent B 68 - 79.99 Good C 56 – 67.99 Fair D 45 – 55.99 Poor E 0 – 44.99 Fail
1. Category of assessment 2. Conversion from Teaching Assistance Program to related courses	**Conversion of teaching assistance (20 credits)** 1. English for Teaching (4 credits) 2. Applied English (4 credits) 3. English Critical Thinking (4 credits) 4. Practice (4 credits) 5. Report (4 credits)

Figure 2. Assessment of English for Teaching

The design was then validated by two experts by using Likert scale ranged from 1 (Very Poor) to 5 (Very Good). After calculating the percentage of each aspect, the result was concluded by using criteria of validation from Anggraini and Semara (2020). The detailed of validation from assessment aspects are shown below. As it implied there was no revision needed, the implementation stage was carried out.

Table 1. Result of Expert Validation

No	Aspect	Score	Category
1	Formulation of learning	100%	It does not need revision
2	Selection and form of assessment instruments	93.33%	It does not need revision
3	Implementation of the assessment	90%	It does not need revision
4	Procedure of measurement	95%	It does not need revision
5	Report of assessment result	90%	It does not need revision

Implementation

The product was implemented to assess two students of English Literature Department taking teaching assistance program in seventh semester. The educational institution where the program conducted is New Concept English Education Center Kompas Indah in Bekasi. The students assisted the teaching on Mondays, Tuesdays, Thursdays, and Fridays from October to December 2021. With the helpfrom Tutor named Muhammad Thohir, S.E., MHFA and A observed teaching and learning process in some classes first the started to plan teaching and learning process referring to modul in the class assigned. Before carrying the Lesson Plan out, the Tutor and the students discussed it to check and ensure that all aspects were well prepared. The students started to teach various classes from Introduction, Pre-Beginner, PreSchool to Beginner Level. In the end of the program, the students collected the assessment of Performance and Attitide Scale from the Tutor. The students also wrote a report which later was scored by the Advisor from the campus.

Evaluation

As the last stage of the research, the implementation of the product was evaluated. The researchers questioned the Tutor and the Advisor, welcoming suggestions for the product. The Tutor expected the assessment sheets were equipped with a guideline meanwhile the Advisor mentioned the necessity of a dissemination to share the implementation of teaching assistance to a wider audience. Agreeing to the suggestions offered, therefore, the researchers completed the assessment with a guideline describing how the assessment should be taken. Furthermore, the researchers also acknowledged the dissemination was essential.

Discussion

Assessment of teaching assistance is crucial for reasons as it plays a significant role in ensuring effective and high-quality educational experiences. It both assures the quality of the program and identify strength and weakness to encourage a continuous improvement. The process of assessment benefits the students who joined, the educational institution who cooperated, and the campus who applied the program. It can be used to ensure the academic success targeted. Referring to the procedure taken, designing the assessment is crucial to provide an appropriate design which later can be revised to create a better product in the future.

CONCLUSION

From the research, it can be concluded that the assessment of teaching assistance program is necessary as the assessment has never been designed before. The design expected is an assessment that has meaningful learning targets and refers to valid and reliable references. It must be appropriate, comprehensive, understandable and applicable. Since it commensurate with five elective courses, it is necessary to consider the conversion of the score or result. After studying references from experts and considering standard assessment applied in Indonesia, an assessment design of Teaching Assistance is developed from five mechanism of assessment in Educational Assessment Standard (Government Regulation of the Republic of Indonesia, 2021, p. 11) covering formulation of learning targets, selection and form of assessment instruments, implementation of the assessment, procedure of measurement, and report of assessment result. In the end of this research, an assessment completed with a guideline was created for the teaching assistance program.

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