# CHAPTER I INTRODUCTION

This chapter provides the background of the study that describe the reasons why the researcher conducts the study. It also contains the problem of the study, objective of the study, and significance of the study. Next, the scope and limitation of the study is presented. Finally, the definition of key term is given to avoid misundersanding of those terms.

## A. Background of Study

Education was a strategic way to improve the quality of the human resources, thus serve as one measurement level progress of a nation. Therefore, efforts to improve the quality education continuously should be done in order to achieve the objectives according to the preamble of the 1945 Constitution, namely developing the intellectual life of the nation.<sup>1</sup> To build intelligent human beings who were able to compete with developed countries, the nation required professional teachers as educators which were being major determinant of educational success. The awareness of teachers about their responsibility of maintaining the quality of education, encouraged the teachers to always strive improving its quality in order to obtain maximum learning results in school.

In an effort to improve the quality of teachers, Indonesia launched a ground-breaking policy in 2005 through Law No. 14/2005 on teachers and

<sup>&</sup>lt;sup>1</sup> The Preamble of The 1945 Indonesia Constitution

lecturers. Accordingly, the government started TCP (Teacher Certification Program) as an ambitious program in 2007 to test, evaluate and certify around 3 million Indonesian teachers.<sup>2</sup> By giving this certificates, hopefully teachers would continuously improve their competence.

Unfortunately, many certified teachers did not feel obliged to maintain and improve their competency. Some studies about teachers' competency including that by the World Bank in 2012 had found that the teachers' certification had no significant impact on their competency. It meant that teachers' competency were not significant in progress to build better ways in their teaching, even teachers have enough income.

In addition, there was another program from the govenment to measure the teachers' competence that is called UKG (Teacher Competency Test). The result of UKG test in 2015, General of Teachers and Education Resources Director (GTK) Kemendikbud, Sumarna Surapranata said that the results for pedagogic competence is only 48.94 in average. This was below the minimum competency standards (SKM) of 55. Even for this pedagogical field, there was only one province that was above the national average while reaching SKM, namely Yogyakarta (56.91). In addition he also said that the teachers were lack of teaching strategies, so their teaching competence must be considered.<sup>3</sup>

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<sup>&</sup>lt;sup>2</sup>/Teacher%20certification%20%20Competency%20detraction%20%20%20The%20Jakarta%20P ost.htm accessed on August 2016

<sup>&</sup>lt;sup>3</sup>Kementerian%20Pendidikan%20dan%20Kebudayaan%20%C2%BB%20Republik%20Indonesia. <u>htm</u> Accessed on August 2016

However this test result could not be the only reference for the government and people to judge the teachers who got low score with incompetence, unqualified and unprofessional teachers. Mr. Sumarna stated that there was a teacher who got the average value 85. However , the teacher had shortcomings in several groups of competencies.<sup>4</sup> From these data showed that there were many teachers still had low competency based on the standards value. The consequent, it would affect the learning success which was done by the teachers and ultimately it would also affect on the quality of education. So, there should be more considerations to know the teachers competence. Eventhough UKG result test is also important.

Measuring teacher competence had a big reason to create every teacher to be professional teachers. However, to be a professional teacher had been arranged in the policy number 14 in 2005. It was about the job of teachers and lecturers that had more practical responsibility in educating, teaching, guiding, training, assessing and evaluating the students.<sup>5</sup> In addition, teacher competency in Indonesia was devided into four competencies. One of the competecy was pedagogy competence. Pedagogy competence was the management ability of participants learners that includes six points abilities. However, some of them were included the important parts in evaluation. Such as understanding the

<sup>&</sup>lt;sup>4</sup>Kementerian%20Pendidikan%20dan%20Kebudayaan%20%C2%BB%20Republik%20Indonesia. htm Accessed on August 2016

<sup>&</sup>lt;sup>5</sup>Pedoman Pelaksanaan Uji Kompetensi Guru 2015

learners, development of curriculum / syllabus, designing learning, evaluation of learning outcomes.<sup>6</sup>

Then as parts of the teachers' job in assessing and evaluating the students, these four abilities had role which were important each other, like teacher should understand the students in their capability before deciding the assessment. Then teacher also should be capable in developing curriculum/syllabus which it must be there was assessment part. It was also for designing learning for the students in lesson plan as a teacher plan for every meeting. And the last was evaluation of the learning outcomes to know the students progress during the learning process.

By evaluating teacher competence in student assessment, the teachers associations said that it was an essential part of teaching because good teaching could not exist without good student assessment. <sup>7</sup> Another thing that also important was creating the assessment rubric, it was for scoring the students' assignment.

However, even a good rubric could be made by the teacher, it was not a guarantee if the teacher could create and practice assessment well and appropriate with the purpose of the teaching learning process. A study conducted by Jenniver and team on students' assessment revealed that teacher merely copied the questions at the back of textbooks without taking into cognizance the purpose and

<sup>&</sup>lt;sup>6</sup> Winano. Usaha Peningkatan Professionalisme Guru. (Yogyakarta: Kemendiknas) p.6

<sup>&</sup>lt;sup>7</sup> Accessed on 5 April 2016 <u>http://buros.org/standards-teacher-competence-educational-assessment-students</u>

used of the assessment results.<sup>8</sup> It was based on the teacher competence which could influence the teaching learning process, the assessment and the scoring process.

Then one of the assignments that must use rubric was when teacher assessed the students' competence especially in skill competence. However it could be assessed in role play assignment. It was because role play may have a bit complicated criteria for all the skill and to evaluate such as actions, roles, knowledge, understanding, skills, values and attitudes. Furthermore, assessment criteria should be clearly defined, unambiguous, measurable and verifiable.<sup>9</sup> The way covered aforesaid criteria; a teacher needed a rubric including task description, scale levels of achievement, dimensions of the skills/ knowledge and description for each level of performance.<sup>10</sup> Hence, it was clear that teacher should be transparent informing the criteria because a role play assessment was different from particular indicator.

In the reality, on the field teachers rarely made and used a rubric to score student's role play activity, a case illustration was found after the researcher did preliminary research to 27 different schools, then the result only 14 schools used rubric (see on appendix 1).<sup>11</sup> Ironically, this phenomenon became a common case

<sup>&</sup>lt;sup>8</sup>Jennifer Omo and Team. Standards for teacher competence in educational assessment of students: Nigerian teachers' ratings of their need. *The 36th International Association for Educational Assessment (IAEA)*. 2010. <u>http://selectscore.com/</u> accessed on May 2016

<sup>&</sup>lt;sup>9</sup> Ndanduleni Norah Munyai. Effect of Role-Play as A Formative Assessment Technique On Job Performance. (University of South Africa Press. 2011). P. 28

<sup>&</sup>lt;sup>10</sup> Annelle D. Stevens and Antonia Levi. *INTRODUCTION TO RUBRICS: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning.* (Virginia:Stylus Publishing. Sterling, 2005). p. 3

<sup>&</sup>lt;sup>11</sup> Based on the interview of 27 teacher-students and teachers on April- May 2016

in education world that not all the teachers used rubric in the school even for the assessment which needs various criteria.

From these explanation and phenomena, the researcher was curious about how deep teacher understand on the way assessing the students which could be influential for students achievement. The researcher used the standards for teacher competence in educational assessment of students developed by the American Federation of Teachers, National Council on Measurement in Education and National Education Association, had been taken from University of Florida.<sup>12</sup> The researcher used that standard because in Indonesia there was no specific standard for educational assessment. And also the researcher described the rubric that was used by the teacher in assessing role play; to what extent the rubric follow the standard of metarubric.<sup>13</sup>

This research was conducted at one of school in Sidoarjo exactly at SMP N 1 SEDATI for the eighth graders. Taking specifically in this school as locus of this research was considered based on preliminary research in 27 different schools, only 2 two schools that gave role play test for the final exam but only one school held for eight grades.<sup>14</sup> Then the researcher chose that school because some reasons: the first, because not all the teachers wanted their capability as a teacher to be evaluated. The second, because another school which used rubrics, it was for the third grade than it held two months ago. The third, another reason

<sup>&</sup>lt;sup>12</sup> Accessed on 5 April 2016 <u>http://buros.org/standards-teacher-competence-educational</u> <u>assessment-students</u>

<sup>&</sup>lt;sup>13</sup> Annelle D. Stevens and Antonia Levi. *INTRODUCTION TO RUBRICS: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning.* (Virginia:Stylus Publishing. Sterling, 2005). p. 93

<sup>&</sup>lt;sup>14</sup> Based on the preliminary research on 27 different schools on March-April 2016

selected this school because the preliminary research showed only this school which used role play assessment for the eighth graders.<sup>15</sup> In addition, the researcher looked for the eighth grades not ninth grades because the academic calendar for ninth grades showed national examination schedule.<sup>16</sup>

There were some different studies on teachers' competence and scoring rubrics. Two researches focused on the consistency of the rubric criteria and analyze indeterminacy of rubrics.<sup>17</sup> The previous study was done by Ana Filipe for her thesis under the title "A Comparative Analysis of Teacher Competence and Its Effect on Pupil Performance in Upper Primary Schools in Mozambique and Other Sacmeq Countries". This study was to describe and explore the main factors that have an effect on Grade 6 teacher competence and pupil performance in reading and mathematics.<sup>18</sup> The differences between these previous studies with the current study are in the previous study used theory of Medley's Model of Teacher Effectiveness and Cheng and Tsui's Models of Levels of Teacher Effectiveness.

The next study was done by Tierney & Simon from University of Ottawa in 2004. Investigated rubrics Focus on the consistency of the language that was used across the scale levels to describe performance criteria for learning and

<sup>&</sup>lt;sup>15</sup> Based on the preliminary research on 27 different schools on March-April 2016

<sup>&</sup>lt;sup>16</sup> Based on Academic school calendar for junior high school 2016

<sup>&</sup>lt;sup>17</sup>Robin T. & Marielle S. What's still wrong with rubrics: Focusing on the consistency of performance criteria across scale levels. University of Ottawa. *A peer-reviewed electronic journal*. *University of Ottawa*. 2004. p. 1 and D. Royce Sadler. Indeterminacy in the use of preset criteria for assessment and grading. *Assessment and Evaluation in Higher Education journal*, 34. Griffith University. 2009.

<sup>&</sup>lt;sup>18</sup>Ana Filipe. A Comparative Analysis of Teacher Competence and Its Effect on Pupil Performance in Upper Primary Schools In Mozambique And Other Sacmeq Countries. (Pretoria: niversity of Pretoria, 2009).p. 47.

assessment. That rubric was to assess the mapping skills of elementary students.<sup>19</sup> The differences between this previous studies with the current study are the focus of research, the previous study was only the consistency of performance criteria and this current study was for all aspect based on the standard of an effective rubric.The result showed that the verbal qualifiers of the attributes used in rubrics, and their underlying scales, had not been standardized to the degree that they were universally understood, and fuzziness was associated with the interpretations.

Another similar study agreed with assessment rubrics. The study conducted by Khusnaini Mufarrokhah from English Teacher Education Department entitled "A Study on English Teachers' Assessment Rubric Development in International Class at SMP Muhammadiyah 5 Surabaya" aimed to know the ability of the teachers to develop assessment rubric and the use of the rubric. The result of the study showed that the teachers' rubric have strong level and only need little revision.<sup>20</sup>

This research took the new idea of investigating the rubrics for role play as the assessment. It based on the standard of metarubric. Then for teacher competence in this study focuses on an English teacher to measure the teacher competence in assessment for developing rubric of role play. The result was expected to be able to give such information to the teachers related with designing

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<sup>&</sup>lt;sup>19</sup>Robin T. & Marielle S. What's still wrong with rubrics: Focusing on the consistency of performance criteria across scale levels. University of Ottawa. *A peer-reviewed electronic journal*. *University of Ottawa*. 2004. p. 1

<sup>&</sup>lt;sup>20</sup> Khusnaini Mufarrokhah, Undergraduate Thesis: A Study On English Teachers' Assessment Rubric Development In International Class At SMP Muhammadiyah 5 Surabaya (Surabaya: FTK-PBI Universitas Islam Negeri Sunan Ampel Surabaya 2015)

a rubric and how to increase the teachers' competence in assessment, so that they would make some improvement to design rubric and assessment.

#### **B.** Research Questions

Based on the phenomena in background of the study then the researcher was coriuos to search some points in the questions below:

- How is the teacher competence in assessment at SMP N 1 SEDATI based on the standards for teacher competence in educational assessment of students?
- 2. How does the teacher's rubric of students competence follow the metarubric standard as reflection of the teacher's competence in assessment?

## **C.** Objective of the Study

From the research that would be done by the writer, there were some objectives of the researcher that would be found in this research, they were:

- To describe the teacher competence in assessment at SMP N 1 SEDATI based on the standard for teacher competence in educational assessment of students.
- To describe the teacher's rubric of students competence as reflection of teacher competence in assessment at SMP N 1 SEDATI based on the metarubric standard.

### **D.** Scope and Limitation

This research had two scopes to examine. The first scope was the teacher competence in assessment which would be measured by checking the standards for teacher competence in educational of students developed by the American Federation of Teachers, National Council on Measurement in Education and National Education Association. The researcher used this standard because in Indonesia still there was no specific standard which measured teacher competence in assessment. In addition, it serves seven standards, but the writer will only takes four points in this study based on the topic of this study.<sup>21</sup>

The second scope was the teacher's rubric of students competence especially in skill competence. It was assessed in role play assignment the researcher would analyze that based on the standard of metarubric in Stevens and Levi's book under the title *Introduction To Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning.*<sup>22</sup>

## E. Significance of the Study

This study attempted to give both theoretical and practical contribution.

- Theoretically, this study is intended to contribute research on the ability to measure the teacher competence in assessment and provide the advantages of rubric as a problem-solving for both teacher and students in evaluation.
- 2. Practically, this study is intended to give an insight of how the teachers was measured the competence in assessment. How teacher was providing

<sup>&</sup>lt;sup>21</sup> Accessed on 5 April 2016 <u>http://buros.org/standards-teacher-competence-educational-assessment-students</u> developed by the American Federation of Teachers, National Council on Measurement in Education and National Education Association.

<sup>&</sup>lt;sup>22</sup> Dannelle D. Stevens and Antonia Levi. INTRODUCTION TO RUBRICS... p. 93-94

objective, validities, and transparency rule in evaluating that serve in a rubric.

This research could be useful for the teacher as the references to start evaluating the own teacher competence. It was also as the references for both teachers and students to use rubric in the class. However it was a prohibition before building a mistake and subjectivity in grading. For the students this research would be useful to open their mind that there is a way to make them achieve higher score in the class by knowing the rubric of the task because they would know what they should do. Whatever the subject of the study could be writing, speaking and also reading.

The result of this study was also expected to be useful for the future researchers who wanted to inverstigate deeper on teacher competence and rubric in improving the competence for teaching process. Another interesting topic for the future studies may be about the effcet of using rubric on the students' response and their learning behavior.

### F. Definition of Key Terms

 Teacher competence in assessment was how teacher should be skilled in some aspects like choosing the assessment until using that assessment result when making decision about an individual student, planning teaching, developing curriculum and school improvement.<sup>23</sup> Based on the researcher, teacher competence was a competence in

<sup>&</sup>lt;sup>23</sup>Accessed on 5 April 2016 <u>http://buros.org/standards-teacher-competence-educational-assessment-students</u> developed by the American Federation of Teachers, National Council on Measurement in Education and National Education Association.

teaching that takes big role in learning process to achieve the aim of the subject. In this study it focused more specifically on educational assessment competence of a teacher to decide or create an assessment then apply it in the classroom.

- 2. Pedagogical Competence was the management ability of participants' learners that includes in six abilities.<sup>24</sup> Pedagogical competence was teaching competence which should be understood by the teachers to be professional teachers. However there were four of the abilities were the important parts of assessment which became the focus of the researcher in this study.
- 3. According to Stevens and Levi said that rubric is a scoring tool that lays out the specific expectations for an assignment.<sup>25</sup> It means that rubric is an answer table which serves both the teacher and students problem in a way to achieve high score. In this research the researcher focused on teacher's competence in designing role play rubrics. So, teacher has to be able to connect the indicator together with criteria of a good performance.
- 4. Role play as an assessment technique equips the learner on how to apply what they have learned appropriate with OBE (Outcome Based Education).<sup>26</sup> Role play as one of assessment that can build the students' motivation to apply the skills in communication using

<sup>&</sup>lt;sup>24</sup> Winano. Usaha Peningkatan Professionalisme Guru. (Yogyakarta: Kemendiknas) p.6

<sup>&</sup>lt;sup>25</sup> Dannelle D. Stevens and Antonia Levi. *INTRODUCTION TO RUBRICS...* p. 3

<sup>&</sup>lt;sup>26</sup> Ndanduleni Norah Munyai. Effect of Role-Play as A Formative Assessment Technique On Job Performance. University of South Africa. 2011. P. 38 accessed on April 14<sup>th</sup> 2016 from <u>http://uir.unisa.ac.za/bitstream/handle/10500/6100/thesis munyai n.pdf?sequence=1</u>

English. In this case role play is the performance assessment which reflects the real situation problem. This assessment becomes a project for the students in the end of semester that should explore their creativity and the material that they had learnt.

