The Training for Skill Assessment Designing Based on Characters on Teachers of Junior High School

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ABSTRACT

The revised 2013 curriculum requires skill assessment by involving students' characters. In giving an assessment, a teacher performs one unit that cannot be separated from one another between the assessment of skills and the assessment of character in students. With the demands in assessing the 2013 revised Curriculum, the purpose of community service activities is to assist teachers in making character-based skills assessments. The method used in this activity is training and mentoring, with partner schools is Pontianak 11 State Junior High School. There were 32 participants in the training and mentoring activities, while 20 people filled out the response questionnaire. The results of the training showed that the participants involved were very enthusiastic, and followed the activities to completion. Based on the questionnaire given, overall it was found that the mastery of the teacher on character-based skills assessment was 85.75% with good categories. In detail, the character aspects of the 2013 curriculum are 91.75%, and the skills assessment is 79.75% the teacher states that they master well.

INTRODUCTION

As a professional educator, a teacher is required to be able to make an assessment, both in the domain of attitudes, knowledge, and skills. In the 2013 curriculum, the assessment in the realm of attitudes includes spiritual attitudes and social attitudes. This attitude assessment has several indicators that can be applied to shaping the character of students, such as honesty, discipline, courtesy, curiosity, and responsibility. But students must also be actively involved (skilled) in the learning process, especially when practicing. By providing skills assessment to students, the attitude of students will automatically emerge. This attitude will later be identified as a character. For this reason, TEAM trainers from the PMIPA Department of FKIP Untan wanted to assist teachers in making character-based skills assessments.

Based on the Republic of Indonesia Minister of Education and Culture Regulation No. 23 of 2016 states that the regulation regarding the assessment of education needs to be adjusted to the development and needs in the assessment of learning outcomes. Previously regulated in Permendikbud Number 66 of 2013 concerning Educational Assessment Standards concerning mechanisms, procedures, and instruments for evaluating student learning outcomes. Educational assessment as a process of gathering and processing information to measure student learning outcomes includes:

authentic assessment, self-assessment, portfolio-based assessment, tests, daily tests, midterm tests, end of semester tests, competency level exams, competency level quality exams, examinations national, and school / madrasah examinations (Permendikbud Number 23, 2016). At the test, the level of achievement of competencies, which is measured up to high-level thinking, is at the level of analysis, evaluation, and creating (Anderson and Krathwohl, 2010).

In Permendikbud Number 23 of 2016 states that skills assessment is an activity carried out to measure the ability of students to apply knowledge in carrying out certain tasks. While attitude assessment is an activity carried out by educators to obtain descriptive information about the behavior of students. There is a close relationship between skills assessment and attitude assessment, namely when students do activities (certain skills), without realizing that students also make certain attitudes. Therefore the teacher is required to make achievement indicators (learning objectives) between the assessment of skills and attitudes into a unity in the form of narratives that are inseparable from one another. In other words, in formulating learning objectives, it is integrated between attitudes or what is known as character education reinforcement (KDP) with literacy, 4C skills (Communication, Collaboration, Critical thinking, and Creativity), and HOTS (Higher Order Thinking Skill).

In preparing the Lesson Plan, each teacher is required to learn the nature, principles, and steps as stated in the revised Minister of Education and Culture on assessment standards and assessment guidelines (Permendikbud, 2017). But the reality in the field, still found the formulation of achievement indicators (learning objectives) attitude assessment is still separate with the aim of skills assessment. It is indicated by the results of observations (March 2017) for science teachers who participated in the PLPG (2017) obtained from 20 science teachers who still made separate indicators between skills assessment and attitude assessment as much as 35%.

The results of field observations are several teachers who have not been able to make character-based skills assessments. It can be seen based on the results of interviews with two junior high school teachers who taught MIPA (March 2017) who stated that the teacher had not yet made a test instrument for assessing skills or attitudes in accordance with Permendikbud Number 23 of 2016 concerning educational assessment standards.

Each school is required to develop and foster teachers in conducting activities to develop their profession, one of which is by making character-based judgments. For this reason, the Community Service Team of Science Education of Faculty of Teacher Training and Education of Universitas Tanjungpura Team was asked by partners, namely Pontianak 11 State Junior High School, to assist teachers in making character-based judgments. The Community Service Team of Science Education of Faculty of Teacher Training and Education of Universitas Tanjungpura then welcomed the request, which was to discuss it with the Principal to determine training and mentoring activities. Training and mentoring activities are carried out with participatory methods, because this method emphasizes the process where training activities are built on the basis of active participation (participation) of trainees in all aspects of training activities, starting from activities to planning, implementing, to the stage of assessing training activities (Kamil, 2003). Participatory training built by the trainer, in principle, emphasizes motivation and involves the activities of the participants (Sudjana, 2003).

The targets of Community Service are Teachers of Pontianak 11 State Junior High School. The target to be achieved is that at least 75% of the training participants involved can understand character-based skills assessment, to assist teachers in making and formulating the achievement indicators of learning outcomes from each competency. This activity is carried out around five months, with the hope that it can improve the ability of teachers to make character-based skills assessments. In detail, the purpose of this training activity is to describe the implementation of the character-based skills assessment training and to find out the teacher's response to the character-based skills assessment training.

METHOD

To solve partner problems that have been raised, in this activity use training and mentoring methods. The Community Service team will transfer knowledge with participatory methods from the Community Service Team of the Science Education of Faculty of Teacher Training and Education to the Teachers of Pontianak 11 State Junior High School. Training and mentoring were provided using participatory methods for Teachers of Pontianak 11 State Junior High School with 32 participants. Training and mentoring for making character-based skills assessment is meant to design character-

based skills assessment instruments; starting with formulating integrated learning goals between skills and character assessment, making assessment instruments, and assessment rubrics.

Training and mentoring carried out in stages; (1) determine the training participants involved, namely teachers of Pontianak 11 State Junior High School, (2) provide training with participatory methods with character-based skills assessment material, (3) through discussion, teachers are directed to formulate learning objectives that are integrated between skills competencies and the attitude (character) by taking one of the KDs, (4) through mentoring, the teacher is directed to make character-based skills assessment by taking one of the KDs, (5) with question and answer participants completing an example of character-based skills assessment chosen according to Defined KD. (6) with discussion, participants can develop skills in making further character-based skills assessments according to their subjects, (7) training participants are asked to provide questionnaires for responses and suggestions for character-based skills assessment training activities.

In realizing the training activities in making character-based skills assessment, the Community Service Team of Science Education of Faculty of Teacher Training and Education of Universitas Tanjungpura Team carried out activities; training, mentoring and providing response questionnaires to find out how far the trainees understand in accepting character-based skills assessment material.

The training was held on September 27, 2018, in Pontianak 11 State Junior High School, with 32 participants. In the implementation of the training, the participants were very enthusiastic in following it; this was indicated by the many participants who asked about the material given. One of the participants (Ms. Hellyantia) asked; Are aspects of attitude assessment on KI-1 and KI-2 an character assessment? Based on these questions the Community Service Team explained that the intended character was religious attitude, nationalism, independence, cooperation, and integrity, this was indeed illustrated in the aspect of spiritual attitudes (KI-1) and social attitudes (KI-2). Another participant (Ms. Marhaeny) asked about the assessment of the science-practice test, could a character-based skills assessment be made? The Community Service team answered it is right that we can make a science practice test to assess character-based skills along with the rubric. For that, we will continue to the next mentoring meeting, with participants first making learning objectives that are integrated between aspects of skills and character, then subsequently making character-based skills assessments.

Mentoring is carried out on October 4, 2018 (Assistance 1), and October 11, 2018 (Assistance 2). Accompanying activities were carried out based on the agreement between the Community Service Team, the Principal, and Teachers of Pontianak 11 State Junior High School. Assistance Activities 1 is done by checking the results of the work of the Teachers in formulating Learning Objectives and making character-based skills assessments. Because making is based on subject groups, so for Mentoring 1 corrected science and mathematics subjects. And the results are quite good, before making learning objectives between attitudes and skills not yet integrated for that already integrated. Assistance 2 is conducted on Social Science, Bahasa, English, Civics, and Computer Science subjects by involving Science and Mathematics teachers as a companion.

At the end of the activity, participants were given a response questionnaire to be filled out and returned to the Community Service Team of Science Education of Faculty of Teacher Training and Education. But the questionnaire returned was only 20 teachers who filled out and returned it to the Community Service Team.

RESULTS AND DISCUSSIONS

The Community Service Team of Science Education of Faculty of Teacher Training and Education in Universitas Tanjungpura activity showed that the results of the training in making character-based assessments for teachers at Pontianak 11 State Junior High School were well implemented. The training was held in three meetings. The first meeting provided training material on character-based skills assessment for teachers of Pontianak 11 Public Middle School. The second meeting was to assist Mathematics and Science teachers. The third meeting was to assist teachers in Social Science, Bahasa, English, Civics, and Computer Science fields of study by involving Mathematics and Science Teachers as assistants.

In the implementation of the training, the participants were very enthusiastic in following it. It was indicated by the many participants who asked about the material given.

Fig. 1 The Implementation of Training

One participant asked about aspects of attitude assessment on KI-1 and KI-2 whether it was a character. Appraisal of attitude on KI-1 is a religious aspect, while for attitude assessment on KI-2 is the principle of social attitudes, among others; independent, cooperation, and honest. Religious, independent, cooperation and honest aspects are components of character education. According to Berkowitz & Hoppe (2009), character education emphasizes the formation of positive characters, social skills, and individual emotions. Individuals who have good character, have characteristics such as having good understanding, good quality of social relations, and having good attitudes and behavior (Katilmis et al., 2011). Character education helps students to know kindness, like kindness, and do good deeds (Sewell & Hall, 2003).

Another participant, asked about the assessment of the science-practice test, could a character-based skill assessment be made. The science practice test can be made character-based skills assessment, and also with the scoring rubric.

In mentoring activities, participants make learning objectives that are integrated between aspects of skills and character, then subsequently make character-based skills assessments. Assistance Activities 1 is done by checking the results of the work of the Teachers in formulating learning objectives and making character-based skills assessments. Because the making of character-based assessments is based on subject groups, so for Mentoring 1 focused on science and mathematics

subjects. The results are quite good, before being given training in making learning objectives between attitudes and skills not yet integrated, after training learning objectives have been integrated. It can be seen in Table 1.

Table 1. Examples of Making Learning Objectives

Field of study	Lesson	Before Training (not yet integrated)	After Training (already integrated)
Science	Measurement	<ol style="list-style-type: none"> 1. Explain the meaning of measurement as found in everyday life. 2. Determine things that can be measured (magnitude) and cannot be measured (not magnitude) after conducting an experimental activity. 	Through learning activities using the Discovery Learning model with a scientific approach, it is expected that students can explain the meaning of measurement based on activities encountered daily, determine things that can be measured (magnitude) and cannot be measured (not magnitude) after the experiment with full responsibility, thorough, and honest.
Mathematics	Number Pattern	<ol style="list-style-type: none"> 1. Give examples of other regular patterns in the environment. 2. Determine the next five numbers if given four numbers in certain integer patterns. 	Through learning activities using the Discovery Learning model with a scientific approach, it is expected that students can; give examples of other regular patterns in the surrounding environment, Determine the next five numbers if given four numbers on certain integer patterns after discussion activities with full responsibility, thorough, and honest.

For Assistance activities 2, Science and Mathematics teachers are involved as assistants in Social Science, Bahasa, English, Civics, and Computer Science subjects. This activity has been carried out both in making learning objectives and making character-based skills assessments. However, it has not been able to gather in the coordinator of the field of study, due to the limited time of the study.

At the end of the activity, participants were given a response questionnaire to be filled out and returned to the Community Service Team of Science Education of Faculty of Teacher Training and Education. But the questionnaire returned was only 20 teachers who filled out and returned it to the Community Service Team. The questionnaire was given in the form of a statement filled with a check mark ($\checkmark$). This checklist consists of 10 statements filled with SS (Strongly Agree), S (Agree), KS (Less Agree), and TS (Disagree) with the provisions of the scores in sequence 4, 3, 2, and 1 (for positive statements)), while negative statements are given otherwise. The grid of aspects of understanding measured includes; character assessment (statements number 1, 2, 3, 4.5) and skills assessment (statements 6, 7, 8, 9, 10).

The results of the training participants' questionnaire responses can be shown in the following Table 2.

Table 2. Teacher responses to Character-based Skills Assessment Training Activities

Respondents	Score of each Statement										Σ Score
	1	2	3	4	5	6	7	8	9	10	
Mathematics	3	3	4	3	3	4	3	3	3	3	32
Mathematics	4	4	4	4	4	4	4	3	3	3	37

Respondents	Score of each Statement										Σ Score
	1	2	3	4	5	6	7	8	9	10	
Science	4	4	4	4	3	4	4	3	3	3	36
Science	4	4	4	3	3	2	3	3	3	3	32
Science	4	4	4	4	4	4	4	3	3	3	37
English	4	4	4	4	4	2	4	3	3	3	35
English	3	4	4	3	4	4	4	3	3	3	35
English	4	4	4	4	2	3	3	3	3	3	33
English	4	4	4	4	2	4	4	3	3	3	35
Bahasa	3	3	4	3	4	3	3	4	3	4	34
Bahasa	3	3	4	3	4	3	3	4	3	4	34
Bahasa	4	4	4	4	4	2	4	3	3	3	35
Social Science	4	4	4	3	4	4	2	3	3	3	34
Social Science	4	4	4	4	4	4	4	3	3	3	37
Social Science	4	4	4	4	4	2	4	3	3	3	35
Civics	3	4	4	3	4	4	3	3	3	3	34
Religious Studies	4	4	4	3	4	4	4	3	3	3	36
Art and Culture	3	3	4	3	2	3	3	3	3	3	30
Computer Science	3	3	3	3	4	3	3	3	3	3	31
Local Content	4	3	4	4	4	3	3	3	3	3	34
Σ Skor	73	74	79	70	71	66	69	62	60	62	686
%		92,5	98,75	87,5	88,75	82,5	86,25	77,5	75	77,5	85,75
Aspect (%)			91,75					79,75			

Table 2 shows that the overall comprehension of teachers at Pontianak 11 State Junior High School after being given training in character-based skills assessment in the Excellent category is 85.75%. Understanding of aspects of character obtained 91.75%, and assessment of skills is 79.75%.

Teachers of Pontianak 11 State Junior High School stated that their skills assessment had been done in learning, which was given in accordance with Basic Competencies (KD) in the syllabus. They also understand character education, such as students who have respect for teachers, are honest and are responsible if given assignments. It is recorded in journal books, for example when students do practical activities. According to Cooley (2008), character values can be learned and taught through appropriate pedagogy. Furthermore, Pike (2010) states that the effects of planting character values can improve personal qualities such as being a trusted person, having integrity, high spirits, tough, persistent, mutually respectful, fair and responsible.

The understanding of Pontianak 11 State Junior High School on the character assessment aspect was obtained 91.75% in Table 2. It is illustrated by the questionnaire response with the statement number; (1) 2013 curriculum is character based, meaning that in the learning process focuses on students' understanding, skills, and character, (2) What is meant by student character includes spiritual attitude competence and social attitudes, (3) Attitude competencies include aspects; honest, discipline, responsibility, tolerance, cooperation, courtesy, and confidence, (4) Changes in the learning process from students being told to be students to find out, (5) Teachers only deliver material, and do not provide opportunities for students to convey their knowledge which is owned. For statements 1, 2, 3, and 4, the results of the answers of respondents strongly agree and agree. But statement number 5 (negative statement), there were 15% of participants who agreed to be given a score of 2. It shows that the participants' understanding of the delivery of subject matter does not need to provide opportunities for students to convey their knowledge. Whereas on the contrary, in applying character-based 2013 Curriculum learning, teachers should provide opportunities for students to

convey their knowledge first, to instill courageous, honest, and responsible attitudes or characters.

In the aspect of skills assessment, the understanding of Pontianak 11 State Junior High School teachers showed 79.75%. Skills assessment is depicted in the response questionnaire with the statement number; (6) Teacher's assessment of students includes aspects of attitudes, knowledge, and skills, (7) Types of skills assessment include; practice tests, projects, portfolios, and products, (8) The skills assessment instruments that I have compiled are in accordance with the learning objectives, (9) I have used varying skills assessment techniques, (10) I make an assessment based on the criteria set by the unit education. In questionnaire number 6, respondents who stated that they disagreed as much as 20% (Table 2) predicted that the teacher had not mastered the assessment aspects that had to be done, but as many as 80% had mastered it. For questionnaire number 7, only 5% said they disagreed, 95% agreed strongly and agreed. To assess the domain of skills using techniques; practice tests, projects, portfolio (Alimuddin, 2014). Whereas for questionnaires with statement numbers 8, 9, and ten all agree and are very agreeable.

CONCLUSION

The results of the Community Service in Science Education of Faculty of Teacher Training and Education of Universitas Tanjungpura activities on the Teachers of Pontianak 11 State Junior High School showed that the participants of the training participants were very enthusiastic, and followed the activities to completion. Based on the questionnaire given, overall mastery of the material about character-based skills assessment was obtained 85.75% in the good category. In detail, the character aspects of the 2013 Curriculum were 91.75%, and the skills assessment was 79.75%, the teachers said they mastered well.

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