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Development of Instruments for Measuring the Music Teacher's Competence in Managing and Monitoring the Learning Process

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Abstract

The existence of the Cultural Arts subject in schools aims to enable students to develop knowledge, appreciation and creativity. In the learning process, art lessons give students the experience of appreciating, expressing and being creative. To carry out its roles and functions in terms of managing and monitoring the learning process, mentoring or carrying out tasks, a teacher performance assessment instrument is needed as a benchmark for teacher competence. This study aims to determine the accuracy of competency assessment instruments in managing and monitoring the learning process of music teachers in junior high schools (SMP). The method used is design and development research with Borg and Gall approach that use 10 research steps. Final product being an instrument for assessing the competence of music teachers in managing and monitoring the learning process of Music Arts in Junior High Schools (SMP). The results of the study stated that the competency assessment instrument for managing and monitoring the learning process of arts and culture for teachers in junior high schools had 12 indicators, consisting of 6 indicators for managing competency and 6 monitoring competency indicators. Each indicator is useful in providing an assessment of arts and culture teachers in Indonesia. From the instrument test results, most of the competencies were met, except for indicators regarding student involvement in the use of technology in music learning.

Keywords: Teacher Competence; Managing; Monitoring; Learning Process

Abstrak

Keberadaan mata pelajaran Seni Budaya di sekolah bertujuan agar siswa dapat mengembangkan pengetahuan, apresiasi dan kreativitas. Dalam proses pembelajarannya, pelajaran seni memberikan pengalaman berapresiasi, berekspresi, dan berkreasi kepada siswa. Untuk menjalankan peran dan fungsinya dalam hal mengelola dan memantau proses pembelajaran, pembimbingan atau pelaksanaan tugas, diperlukan instrumen penilaian kinerja guru sebagai tolak ukur kompetensi guru. Penelitian ini bertujuan untuk mengetahui keakuratan instrumen penilaian kompetensi dalam mengelola dan memonitoring proses pembelajaran guru seni musik di sekolah menengah pertama (SMP). Metode yang digunakan adalah penelitian desain dan pengembangan dengan pendekatan Borg and Gall yang menggunakan 10 langkah penelitian. Produk akhir yang dihasilkan berupa instrumen penilaian kompetensi guru seni musik dalam mengelola dan memonitoring proses pembelajaran Seni Musik di Sekolah Menengah Pertama (SMP). Hasil penelitian menyatakan bahwa instrumen penilaian kompetensi mengelola dan memonitoring proses pembelajaran seni budaya untuk guru di SMP memiliki 12 indikator, yang terdiri dari 6 indikator kompetensi mengelola dan 6 indikator kompetensi memonitoring. Setiap indikator berguna dalam memberikan penilaian terhadap guru seni budaya di Indonesia. Dari hasil uji coba instrumen, sebagian besar kompetensi terpenuhi, kecuali indikator mengenai pelibatan siswa dalam penggunaan teknologi dalam pembelajaran musik.

Kata kunci: Teacher Competence; Managing; Monitoring; Learning Process

1. Introduction

The success of a learning process in each subject taught greatly influences the increase in knowledge (cognitive), changes in attitudes (affective) and skills (psychomotor) of students. Rochman and Gunawan (2016:25) argue that a teacher is a person who teaches, guides, trains students so that they have the skills and abilities to continue to a higher level of education, and can live a good life. Teachers have a big responsibility for carrying out a learning process that is in accordance with the curriculum, which is then prepared and programmed in a learning plan. This is intended so that ongoing learning can be carried out systematically with clear steps and to obtain the expected results.

Communication in a learning process shows active interaction between teachers and students. This interaction process really helps teachers to be able to analyze student needs, choose appropriate teaching and learning strategies and teaching models, as well as the ability to manage the class. Huda (2011: 67), says the learning process is a process of communication and reciprocal interaction between teachers and students that takes place in educational situations to achieve learning goals.

The implementation of learning and student achievement in class need to be managed well. Class management greatly influences students' comfort in learning. A conducive atmosphere will provide calm, the teacher's attitude in delivering lessons and providing clear instructions will have an impact on students' attitudes, behavior and creativity in learning. For this reason, it is important for teachers to have the competence to manage a learning process. Mulyasa (2007) said that classroom management is the teacher's ability to create a conducive learning atmosphere and be able to control it if disruption occurs in learning. Monitoring and evaluation are important parts of a management system. Monitoring can provide information on the continuity of a process and identify continuous improvement steps. In practice, monitoring is carried out while the process is running. (Wrihatnolo, 2008).

In the learning process, monitoring and evaluation is useful for ensuring whether the learning process carried out in the classroom is in accordance with the standards for learning planning, learning implementation, program monitoring and learning evaluation. Monitoring is carried out during the learning process to see whether there is a match between the plan and the expected results. If there are discrepancies, action is taken immediately so that the learning process can run according to plans and targets. The results of monitoring each learning process will become input for the next process.

The implementation of continuous and periodic monitoring is very useful for monitoring the progress of the learning process according to the standards set by the school. Apart from that, teachers and school officials also receive information if there are problems in the learning process and are also useful for providing input in conducting evaluations. Evaluation is an activity that is used to measure whether an activity is effective or not, in this case the learning process. According to Rogers and Badham (1997: 2), evaluation is the process of collecting and analyzing information systematically in order to provide considerations based on strong evidence. Monitoring and Evaluation is carried out to help end a learning process and then carry out corrective actions continuously and periodically.

Arts and culture subjects in junior high school (SMP) consist of 4 branches of art, namely fine arts, music, dance and theater arts. Schools are required to provide a minimum of 2 (two) arts and culture subjects according to the availability of teachers who are competent in their fields. Music is a branch of art that studies all areas of competence such as cognitive, affective and psychomotor. In the learning process, students will experience appreciating art, expressing art, and creating art.

Public awareness, that the role of teachers in the learning process in schools is very important, teacher competence in terms of teaching and managing classes must always be improved. To ensure whether a teacher carries out and carries out his role and function in the learning process, mentoring and carrying out tasks, a teacher performance assessment instrument is needed. Teacher Performance Evaluation is an assessment process carried out as a measure of teacher competency. Teacher performance assessment focuses on 4 (four) teacher competencies, including pedagogical competency, personality competency, social competency and professional competency, which are linked to the implementation of the teacher's main duties. Meanwhile, so far there has been no instrument for assessing teacher performance in terms of managing and monitoring. With this research, researchers developed instruments for assessing teacher performance.

2. Method

This research uses a research and development model. This research focuses on creating an instrument for assessing the competence of cultural arts teachers in managing and monitoring the cultural arts (music arts) learning process in junior high schools. Borg and Gall outlined ten steps, including information gathering, planning, product testing, improvement, and deployment (Borg and Gall, 1989). Likewise, Sugiyono (2007) identified the stages of potential, data, design, validation, improvement, trial, field and production. In this research the stages include data collection, product design, testing and improvement.

This research includes several stages, namely: 1) needs analysis; 2) collection of information; 3) product creation (assessment instrument); 4) validation by experts (peers); and 5) product improvements. This instrument has been tested on cultural arts (Music Arts) teachers in junior high schools. This stage of the research aims to disseminate an instrument for assessing the competency of arts and culture teachers in managing and monitoring Arts and Culture (Music Arts) learning in junior high schools. The Competency Instrument for managing and monitoring the learning process was completed by 52 arts and culture teachers at the junior high school level and equivalent originating from Jakarta, Bogor, Tangerang, Cibinong, Bekasi.

3. Results and Discussion

From the results of the analysis that was carried out previously in 2020, a research product was produced in the form of the results of an analysis of competency assessment instruments Competency to Manage and Monitor Cultural Arts (Music) Learning Interactions. The analysis was carried out based on existing teacher competency assessment instruments, namely the Teacher Competency Assessment Tool (APKG S-1 and APKG PPG) with reference to Indonesian national education standards and European standard teacher competencies (European Profiling Grid). Twelve (12) indicators were produced, including; 1) Can provide Ensemble music playing instructions; 2) Able to maintain class conditions to remain conducive; 3) Can provide alternatives and develop cultural arts learning models; 4) Can organize and manage educational learning interactions; 5) Can involve students

in the use of technology in learning arts and culture (music); 6) Can enable students to practice vocals individually and in groups; 7) Can monitor and communicate well; 8) Can provide appropriate feedback and assessments to students; 9) Can guide students in playing musical ensembles and evaluate their learning outcomes; 10) Can provide an objective assessment of the tasks given; 11) Be able to master the field of arts and culture (music) and monitor student performance; 12) Can foster active participation of students and develop self-professionalism.

The twelve (12) assessment indicators are divided into competencies for managing interactions and monitoring the learning process. Competence in managing interactions consists of 6 indicators and monitoring the learning process consists of 6 indicators. Six (6) competency indicators for managing interactions are contained in points 1-6 while for six (6) indicators monitoring the learning process are contained in points 7-12.

In each indicator there are four aspects of competence. The first indicator of competency in managing interactions is to provide instructions on playing Ensemble music with competency aspects a. Clear; b. Systematic; c. Communicative; d. Easy to understand. The second indicator is maintaining classroom conditions so that they remain conducive to aspects of competence a. designing learning activities; b. create a democratic atmosphere; c. flexible in designing classrooms; d. effective and efficient use of time. The third indicator is developing a cultural arts (music) learning model with competency aspects a. Creative; b. contemporary; c. inspirational; d. Interactive. The fourth indicator is managing educational interactions with competency aspects a. Communicative; b. Designing programs; c. design time; d. Involve students. The fifth indicator is involving students in the use of technology in learning arts and culture (music) with competency aspects a. Facilitate students individually; b. Using various media; c. Attract students' interest; d. Motivate students.

The sixth indicator is activating students to practice vocals individually and in groups with competency aspects a. warm up; b. Exercising Breathing; c. Train techniques such as intonation, articulation; d. Forming sound.

For competence monitoring the learning process, the seventh indicator is monitoring and communicating well with competency aspects a. Effective in speaking; b. Make an impression; c. Empathize with the difficulties experienced by students; d. Interact directly with students. The eighth indicator is providing appropriate feedback and assessment to students with aspects a. Use positive words; b. Give compliments; c. Provide an objective assessment; d. Do it orally and in writing. The ninth indicator is guiding students in playing musical ensembles and evaluating their learning outcomes with competency aspects a. Presenting material systematically; b. Develop materials according to regional conditions; c. Use method learning which varies; d. Show skills in playing musical instruments as a medium. The tenth indicator is provide an objective assessment of the tasks given with competency aspects a. Based on student data; b. Fair; c. Independent; d. Transparent. The eleventh indicator is mastering the field of arts and culture (music) and monitoring the performance of students with competency aspects a. Comprehensive; b. creative skills; c. Appreciative Attitude; d. Knowledge. The twelfth indicator is fostering active participation of students and developing self-professionalism with competency aspects a. Independent; b. Skilled; c. Integrity; d. Innovative

Of the 12 indicators that have been produced in previous studies, the products of Managing and Monitoring instruments were produced. The Management and Monitoring Competency Instruments were completed by 52 teachers of arts and culture at the junior high school level and equivalent from Jakarta, Bogor, Tangerang, Cibinong, Bekasi. From the results of the instrument test, most of the competencies were met.

3.1. First Indicator

The first indicator is providing instructions for playing ensemble music. Point a. 98.1% of teachers provide clear instructions in conveying the task of playing ensemble music by using a choice of words and sentences that suit the characteristics of the students and do not have multiple interpretations. Point b. 98.1% of teachers provide systematic and structured instructions in implementing ensemble learning using the opening/introduction, core activities and closing stages. Point c. 96.2% of teachers actively involve students by providing communicative instructions in the process of achieving ensemble music playing. Point d. 100% of teachers provide instructions that are easy to understand, namely by using language and learning media that are easy to understand.

3.2. Second Indicator

The second indicator is being able to maintain conducive classroom conditions. Point a. 98.1% of teachers design learning activities that facilitate the interaction of students with students and students with teachers in order to create conducive classroom conditions. Point b. 96.2% of teachers create a democratic atmosphere to maintain conducive classroom conditions by facilitating and encouraging students to express ideas both orally and in writing. Point c. 90.4% of teachers design classrooms flexibly according to the conditions needed to maintain conducive classroom conditions. Point d. 100% of teachers use time effectively and efficiently to start and end learning according to the scheduled time so that classroom conditions remain conducive.

3.3. Third Indicator

The third indicator is being able to provide alternatives and develop cultural arts (music) learning models. Point a. 90.4% of creative teachers provide alternatives and develop cultural arts (music) learning models, such as presenting learning resources and media alternately and varying according to student characteristics. Point b. 82.7% of teachers use the latest technology to provide alternatives and develop cultural arts (music) learning models. Point c. 100% of teachers provide inspiring alternatives in developing cultural arts (music) learning models by implementing learning models that can encourage students to actively participate in class and practice independently outside of class. Point d. 94.2% of teachers are very interactive in providing alternatives and developing music arts learning models by implementing learning models that provide space for students to interact when taking part in arts and culture (music) learning.

3.4. Fourth Indicator

The fourth indicator is being able to organize and manage educational learning interactions. Point a. 96.2% of teachers facilitate two-way communication between students and teachers and between students and students. Point b. 88.5% of teachers design programs that require students to interact with other students and teachers during the learning process. Point c. 94.2% of teachers designed lesson plans where each learning step was timed based on the estimated duration of implementation of that step. Point d. 88.5% of all teachers involved students by providing more practical activities, discussions, HOT questions, and applying rewards and punishments.

3.5. Fifth Indicator

The fifth indicator is being able to involve students in the use of technology in learning the art of music. Point a. 69.2% of teachers facilitate individual students in using technology in arts and culture (music) learning. Point b. 86.5% of teachers provide interactive media for students to support understanding of arts and culture (music) learning material.

Point c. 69.2% of teachers apply a variety of music by utilizing technology in arts and culture (music) learning. Point d. 86.5% of teachers motivate student learning contextually through the application of technology according to teaching materials.

3.6. Sixth Indicator

The sixth indicator is being able to enable students to practice vocals individually and in groups. Point a. 90.4% of teachers enable students to warm up in vocal practice individually and in groups. Point b. 92.3% of teachers enable students to practice breathing in vocal practice individually and in groups. Point c. 94.2% of teachers enable students to practice vocal techniques such as intonation, articulation individually and in groups. Point d. 86.5% of teachers enable students to practice sound formation in vocal practice individually and in groups.

3.7. Seventh Indicator

The seventh indicator is being able to monitor and communicate well. Point a. 96.2% of teachers explained the material effectively, directly, systematically and clearly. Point b. 100% of teachers gave a good impression at the beginning and end of the lesson in communicating, namely with language and attitudes that build students' self-confidence and are polite. Point c. 96.2% of teachers empathize with the difficulties experienced by students by building a learning atmosphere that views difficulties as part of the learning process so that students can freely express problems and learning difficulties. Point d. 92.3% of teachers interact directly with students to overcome all problems in learning.

3.8. Eighth Indicator

The eighth indicator is being able to provide appropriate feedback and assessment to students. Point a. 100% of teachers use positive words to provide feedback or reinforcement to students to ensure students understand the learning material. Point b. 96.2% of teachers provide praise as appropriate feedback and assessment to students who have completed their assignments. Point c. 98.1% of teachers provide objective assessments according to the competencies assessed as appropriate feedback and assessment from students. Point d. 96.2% of teachers provide feedback and assessments to students verbally and in writing.

3.9. Ninth Indicator

The ninth indicator is being able to guide students in playing musical ensembles and assessing their learning outcomes. Point a. 96.2% of teachers presented the material systematically by including the steps for learning musical ensembles systematically and procedurally in the music ensemble lesson plans. Point b. 98.1% of teachers develop music ensemble playing materials according to regional conditions by taking into account the social, cultural and religious environment of the surrounding community. Point c. 92.3% of teachers designed learning steps using various methods. Point d. 100% of teachers demonstrated skills in playing musical instruments as a medium for playing musical ensembles and evaluating learning outcomes.

3.10. Tenth Indicator

The tenth indicator is being able to provide an objective assessment of the tasks given. Point a. 100% of teachers provide objective assessment of learning outcomes based on student competency. Point b. 100% of teachers provide fair assessments of the assignments given to students. Point c. 100% of teachers provide independent assessment of learning outcomes without anyone's influence. Point d. 96% of teachers provide transparent assessments in accordance with existing evidence regarding the assignments given to students.

3.11. Eleventh Indicator

The eleventh indicator is being able to master the field of arts and culture (music) and monitor student performance. Point a. 92.3% of teachers monitor and record students' activities comprehensively during the music learning process in the classroom. Point b. 98.1% of teachers monitor/monitor and record students' creative abilities in the music arts learning process in class. Point c. 94.2% of teachers appreciated the achievement of students' performance in the music learning process in the classroom. Point d. 98.1% of teachers have knowledge in monitoring student performance in the music arts learning process in the classroom.

3.12. Twelfth Indicator

The twelfth indicator is being able to foster students' active participation and develop their professionalism. Point a. 80.8% of teachers carry out independent learning for students, namely giving students the freedom to explore or carry out learning through modules, YouTube videos, the internet without having to be present in class. Point b. 88.5% of teachers facilitate students to practice their skills through providing worksheets and discussions in learning the art of music. Point c. 98.1% of teachers invite students to have integrity, namely being responsible, honest and trustworthy in the tasks given by the teacher. Point d. 98.1% of teachers invite students to innovate by providing opportunities for students to explore new ideas through assigned projects.

4. Conclusions and Recommendations

Based on research that has been carried out over 3 years, there has been the development of a competency assessment instrument for music teachers in managing and monitoring Music Arts learning in Junior High Schools (SMP). The managing instrument has 6 indicators and the monitoring instrument has 6 indicators, where each indicator contains four (4) competency aspects. Each indicator is useful in providing an assessment of arts and culture teachers in Indonesia. From the instrument test results, most of the competencies were met, except for indicators regarding student involvement in the use of technology in music learning.

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