

Academic supervision assistance to "improve" the preparation of instructor learning outcomes tests

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ABSTRACT

The study challenge pertains to the potential efficacy of academic supervision in enhancing the pedagogical competencies of high school teachers, specifically in the context of developing learning outcome assessments. The objective of this study is to improve the proficiency of high school teachers in the development of reviews for learning objectives. The employed approach involves utilizing school action research, encompassing four distinct stages. This research covers three variables: the Input Variable, which pertains to the teacher's competence in designing evaluation tests for learning outcomes; the process variable, which involves the implementation of continuous academic supervision; and the output variable, which focuses on the enhancement of teacher performance in the context of learning. The researcher employed a method of data analysis known as comparative descriptive analysis. The findings derived from the study of the data indicate a noticeable improvement in the proficiency of high school teachers in developing learning outcome assessments during both cycle I and cycle II. The demonstration of this phenomenon is evidenced by the findings of observations conducted to assess teachers' proficiency in developing assessments for learning objectives within each instructional cycle.

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1. Introduction

Tests serve as a means of gathering empirical information about individual behavior (Nichols-Barrer et al., 2016; Vutukuru, 1992). Hence, throughout the examination, a series of inquiries or assignments are presented, aiming to elicit responses from the test participant. These responses indicate specific psychological attributes or behavioral patterns (Camacho, 2018; Pinto, 2020; Smolik, 1998). Therefore, three key factors are crucial in delineating a test. One of the primary concepts to consider is the term "measurement." Conducting assessments (testing is a component of measurement endeavors). Both exams serve as instruments for assessing a subset of knowledge or skills an individual possesses (Burte et al., 2019; Sugianto et al., 2017; Walters, 2020). Hence, the administration of tests is constrained by temporal considerations, as the scope of knowledge and skills assessed is extensive and virtually boundless. Consequently, the depiction of knowledge and abilities derived from tests merely represents a subset of the overall knowledge and skills possessed by a learner (Seifried, 2006; Stratis, 2018; Vidyastuti et al., 2018). Thirdly, a test can be regarded as an evaluative process wherein the numerical results are analyzed to ascertain the extent to which a student possesses the necessary proficiency to attain a specific objective.



The objective of developing the final assessment of learning outcomes is to evaluate students' achievement in acquiring fundamental competency indicators throughout the first semester (Antonova et al., 2022; Choirudin & Darmayanti, 2021; Johansson, 2019). Upon analyzing the results, the instructor will gain insight into the areas of weakness exhibited by the students. Designing a test that fulfills the necessary criteria presents a considerable challenge due to the demanding nature of test construction, which necessitates a substantial level of expertise, proficiency, and precision. Design an assessment instrument to evaluate the academic ability of students during the odd semester to determine their mastery of fundamental competency indicators (Ahmed, Usmiyatun et al., 2021; Belajar et al., 2014; Jamaluddin & Faroh, 2020). Hence, the teacher's proficiency in designing assessments for learning outcomes is essential in acquiring a comprehensive understanding of students' capabilities.

To establish quantifiable assessments for individual abilities, it is essential to evaluate the proficiency of each command in the context of designing assessments for learning outcomes. The demonstration of knowledge or competency can be observed through the utilization of indicators (Lajis, 2018; Rahardja, 2017; Sulfiah et al., 2021). The indicators suggest that the teacher should be able to modify the instructional content by hand. Additionally, the teacher should be capable of establishing suitable boundaries for questions and responses, adjusting the material to suit the specific educational institution or grade level, employing interrogative words or directives that necessitate answers or descriptions during assessments, and providing unambiguous instructions.

Regarding the methodology for approaching the questions, Capable of formulating score criteria and proficient at creating visually appealing and understandable visual aids such as tables (Usmiyatun et al., 2021), images (Choirudin, Darmayanti, et al., 2021), graphs (Wichmann-Hansen, 2015), maps (Unda, 2020), or similar elements. The individual possesses the ability to construct interrogative phrases for communication. Proficient at creating well-crafted question items in the Indonesian language. Avoid using ambiguous terminology or expressions that may lead to several interpretations or misunderstandings. It is advised to refrain from utilizing the vernacular language (Ahmed, Darmayanti, et al., 2021a; Choirudin, Ridho'i, et al., 2021; Kurniady, 2019). Question formulations are devoid of language that may potentially cause emotional distress to kids. Educators are required to develop assessments that align with predetermined learning objectives. Nevertheless, educators continue to encounter challenges.

Underscored the significance of engaging in practical reflection while evaluating teacher performance in academic supervision (Dowie, 2008; Wilcoxon, 2003; Witton, 1973). This entails examining the circumstances surrounding teacher performance to address inquiries such as the occurrences within the classroom. At the school, teachers and students engage in various activities and tasks to facilitate the learning process. Which activities among the various activities conducted within the classroom hold significance for both the teacher and the students? What actions has the instructor undertaken to attain academic objectives? What are the strengths and shortcomings of educators, and what strategies might be employed to enhance their professional development? The teacher's capacity to effectively manage learning will be assessed based on the responses to these questions. However, it is essential to highlight that the implementation of academic supervision is considered complete after completing a performance assessment. Nevertheless, it is imperative to develop a comprehensive educational supervision program and execute its implementation with utmost diligence.

Before the implementation of school action research, instructors needed help to construct assessments. The development of learning outcomes assessments conducted by

educators does not align with standardized examinations, and there is still a need to improve the alignment between question indicators and question items. This observation is evident from the outcomes obtained through the execution of question formulation. Several areas could benefit from improvement. Furthermore, it is worth noting that some educators employ pre-existing assessments and subsequently modify them to align with the instructional content. However, it is essential to note that most educators still require the ability to create estimates, leading them to seek many preexisting question banks. On occasion, the entirety of an end-of-semester examination may be reused in a subsequent semester.

Based on empirical evidence from the Assyfa Learning Center (YALC) Pasuruan Foundation High School, it is observed that teachers are unable to formulate assessments and have yet to make attempts to do so based on their findings. The researcher evaluated the initial condition to keep the teachers' proficiency in test composition. The results were derived from a sample of 9 teachers out of 17 who demonstrated the ability to construct questions by the guidelines of the learning outcomes assessment. One potential strategy for enhancing teachers' proficiency in developing assessments for learning objectives is to introduce academic supervision of teachers.

Academic supervision is a coaching practice that involves offering technical support to educators and other staff members in facilitating the learning process or providing support for it. The primary objective of academic supervision is to enhance instructors' professional competencies and successfully enhance the quality of learning. The implementation of academic supervision should adhere to a clinical supervision method, which involves a continuous process encompassing pre-observation, learning observation, and post-observation stages.

This study is grounded in the contextual conditions of the educational field to enhance teachers' competencies in developing learning outcome assessments through academic supervision at YALC Pasuruan High School.

2. Method

The research methodology employed in this study is school action research. This reflective approach involves implementing specific actions aimed at enhancing and advancing teachers' learning practices inside the classroom in a more professional capacity. The subjects used in this research were 17 teachers at YALC Pasuruan High School. The variables that are the focal points of this school-based action study, aimed at addressing research challenges, are depicted in Figure 1 (Darmayanti, Sah, et al., 2021).

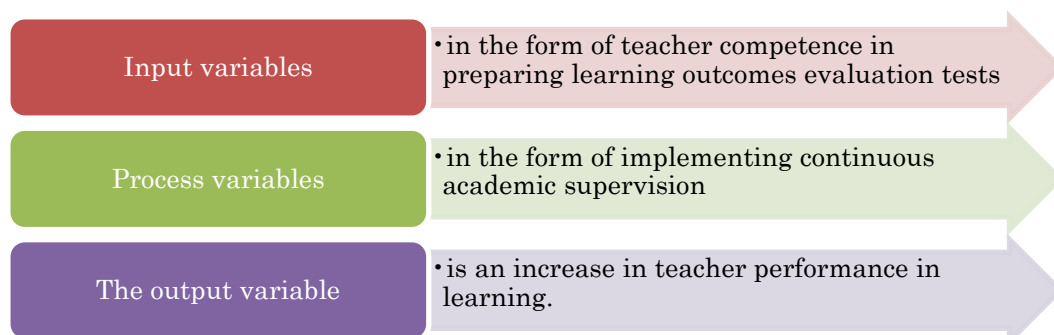


Figure 1. The variables that are the focal points of this school-based action study

According to Figure 1, the factors under investigation in this school action research pertain to Input factors, specifically the teacher's competency in producing assessment

exams for learning outcomes. These variables encompass the Preparation of question grids, Preparation of Question Indicators, and Preparation of question items. The second process variable in implementing continuous academic supervision contains various components, such as class visits, observations, individual meetings, inter-class visits, and self-assessment. The third outcome variable pertains to an enhancement in teacher performance in the context of learning.

Figure 2 illustrates the schematic representation of the School Action Research (PTS) approach (Ahmed, Darmayanti, et al., 2021b).

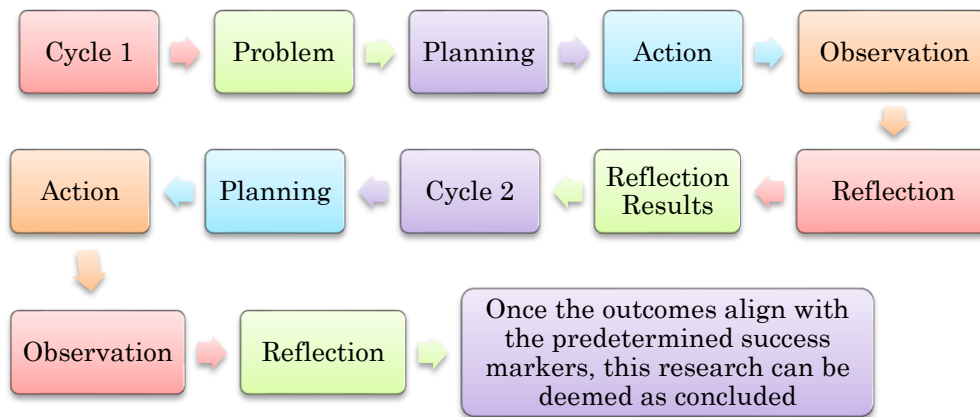


Figure 2. illustrates the schematic representation of the School Action Research (PTS) approach

Concerning the diagram presented in Figure 2, Cycle 1 Problem The initial phase of the cycle involves identifying and defining the problem or issue that needs to be addressed. This step is crucial as it sets the foundation for the subsequent stages. Planning Once the problem has been identified, the next step is to develop a comprehensive plan of action. This involves determining the objectives. Reflection Results Cycle 2 Planning Action Observation Reflection The examination results for Cycle 2 encompass the stages of planning, movement, observation, and meditation. Once the outcomes align with the predetermined success markers, this research can be concluded. The sequential procedures employed in this study are outlined as follows: According to (In'am & Darmayanti, 2021), the research process comprises four primary activity components: planning and implementing action. The research process involves constant reflection, wherein alterations are made to the scheduled components to enhance both the planning and activities.

Moreover, the researchers employed a comparative descriptive analysis technique to assess the growth based on preset performance metrics, specifically a 75% increase in good and very good (Darmayanti, Sugianto, et al., 2021). The methodology employed for the value analysis is as follows: The grading scale is as follows: a score of 91-100 is classified as "Very Good," a score of 76-90 is classified as "Good," a score of 61-75 is classified as "Fair," a score of 51-60 is classified as "Less," and a score below 50 is classified as "Very Less."

3. Results and Discussion

3.1 The Proficiency of Educators in Test Development

Through the implementation of Participatory Action Research (PTK), an investigation was carried out on the academic supervision practices of 17 high school teachers at YALC Pasuruan. The findings of this study revealed that nine instructors exhibited a significant level of proficiency in preparing learning outcome evaluations. This encompassed their ability to generate question grids and question indicators with efficacy. Nevertheless, he shows a considerable degree of expertise in crafting the queries. Furthermore, it was observed that four educators had a high level of competence in creating assessment examinations aligned with specific learning objectives. The individuals demonstrated proficiency in the construction of question grids and the preparation of question indicators. However, the participants were required to use their knowledge when constructing complete question prompts effectively. Furthermore, it was shown that a subset of educators exhibited competence in creating question grids. However, further assistance was needed to enhance their ability to develop question indicators and items. During the first cycle, it was noted that the absorption capacity was consistently maintained at 62%. Hence, it is crucial to maintain continuity in the practice of cycling 2.

The results obtained from the second phase of the research demonstrated a significant enhancement in the degree of proficiency shown by each educator. This claim is substantiated by empirical data indicating that among 17 educators, only nine exhibited a considerable degree of competence in exam preparation. At present, there has been an increase in the count of educators who possess expertise in the domain of exam preparation, reaching a total of 14.

At the outset, the educators conveyed their concerns over their ability to create assessments for learning outcomes, citing time limitations and the difficulties involved in aligning the evaluations with the prescribed criteria. In the past, educators have traditionally depended on the compilation of questions sourced from textbooks or test banks to construct comprehensive assessments that evaluate students' learning outcomes after each semester (Kielczyński, 2017; Petri, 2016; Sugianto & Darmayanti, 2021), including both odd and even semesters (Mingers, 2017; Sakamoto, 2020). It is crucial to take into account the Standard Competence/Basic Competence (SK/KD) and indicators specified in the Rencana Pelaksanaan Pembelajaran (RPP) that have been formulated. However, the information delivery by the resource person through the test design approach offered teachers significant insights on how to compile assessments for learning outcomes. Consequently, educators acknowledged the need to ensure their test construction meets specific requirements.

The results obtained from the initial round of evaluating proficiency in test preparation indicate that a considerable proportion of educators still have difficulties in this domain. The need to perform a comprehensive assessment of the questions formulated by educators is responsible for this phenomenon (Sun, 2021; Theunissen, 2009; Zheng, 2017). Without exception, the process of preparing materials is carried out for every instance of an examination, frequently accompanied by a feeling of urgency. The acquired materials can be readily employed without empirical validation (T. Li, 2021; Ovalle, 2020). These circumstances have the potential to generate unforeseeable complications (Okada, 1989; Wang, 2011). The students may perceive the criteria used by the teacher to designate the issues as easy or difficult differently. Therefore, students necessitate support in effectively addressing queries. This phenomenon does not suggest a deficiency in the understanding of students concerning the content that has been taught (Han, 2017; Kalashnikova, 2020). Instead, it indicates a need for support in understanding the questions posed by the instructor.

The difficulties faced by educators in the realm of test preparation can be ascribed, to some extent, to the inadequate execution of an assessment system throughout all educational establishments. According to F. Li, (2016), there is a widely accepted belief that the administration of tests at educational institutions might benefit from greater consistency and systematic planning regarding exam development. The lack of initiatives within educational institutions regarding providing guidance and training on question composition substantiates the claim. Furthermore, the personnel who are accountable for the creation of test items are entangled in this issue. I would also like to gain a deeper understanding of the technical guidelines for constructing test items. The examination is essentially a prescribed set of rules or protocols that must be adhered to. Upon completion of the study, it is customary to consider it finalized without any tendency to assess the quality of the examination materials or utilize the evaluation's findings for instructional reasons.

To adequately prepare assessments, educators must acquire a high level of proficiency. Before test preparation, educators must undertake essential preparatory measures. These measures encompass establishing the objective of the assessment, identifying the specific skills and knowledge to be evaluated, and selecting relevant materials that align with these competencies while considering factors such as urgency, continuity, relevance, and applicability. Additionally, educators must choose the most suitable test format, whether written, oral, or practical, and proceed to construct grids, question items, and scoring guidelines. Lastly, a comprehensive review of the question items should be conducted. It can be assumed that the instructor intends to conduct a formative evaluation that excludes conventional testing approaches. In the given context, completing the task necessitates a systematic process involving several stages. These stages encompass the identification of the assessment's objective, the title of the specific competency being examined, the determination of the dimensions to be evaluated, the creation of an observation table and scoring criteria, and the execution of a comprehensive review.

3.2 The execution of ongoing academic supervision

Through the implementation of Participatory Action Research (PTK), an investigation was carried out on the academic supervision practices of 17 high school teachers at YALC Pasuruan. The findings of this study revealed that nine instructors exhibited a significant level of proficiency in the preparation.

The use of academic supervision in the initial phase has demonstrated instructors' need to improve their proficiency in the development and implementation of learning assessments. This phenomenon is illustrated by the observation that within the subset of individuals who score below 51-60%, categorized as bad, there are seven teachers, comprising approximately 24% of the total population. Teachers continue to require the ability to proficiently administer examinations, devise instructional activities, execute remedial interventions, and analyze assessment data. Consequently, those whose scores fall within the range of 55-70% are categorized as sufficient. Out of the entire sample, a proportion of 38.5% corresponds to a total of five professors who have not yet participated in the analysis of test results or the creation of test instruments and question banks. This discovery implies a necessity for more dedication toward the development and execution of remedial programs. Furthermore, it is essential to acknowledge that an equivalent number of five educators, including 38.5% of the sample, are classified as belonging to the "Good" category, exhibiting scores ranging from 71% to 85%. The school principal is implementing strategies to improve instructional competence through academic monitoring, as described in the circumstances above. A subsequent iteration was carried out.

The results obtained from the second phase of the research demonstrate a notable enhancement in the degree of administrative preparatory proficiency, as assessed through the learning evaluation. Among the observed population of teachers, it is found that 31% are classified as "very good," 46% are classified as "good," and 23% are classified as "sufficient." The teachers above have exhibited a systematic approach in their execution of tasks, implemented various programs and interventions, and conducted an analysis of test outcomes. It is essential to highlight that there were no instances where teachers were deemed to exhibit deficiencies in their capacity to administer assessments effectively. The study's findings suggest that the proficiency of teachers at the inception and implementation stages is evident in their aptitude for conducting learning assessments. The initial evaluation of the teacher's skills yielded a score of 63.5, subsequently increasing to 89.6 during the implementation phase. The data above indicates a significant enhancement in the competence of instructors in conducting educational evaluations. The previous findings have showcased a considerable accomplishment, showcasing a growth rate of 26.2%. When compared to a performance indication of 25%.

Improving the quality of skilled educators requires implementing a systematic, well-structured, and sustainable method, which entails the provision of professional advice by the school administrator. By implementing academic supervision, the principal can effectively address the diverse obstacles instructors may face during the instructional process. This approach enables the identification of appropriate ways to tackle concerns about instructional management (Mackinnon, 2004; Murphy, 2017). Nevertheless, the main aim is to support educators in improving their professional skills. The central emphasis of academic monitoring extends beyond the assessment of teacher performance.

The evaluation of educators is fundamentally interconnected with the process of performing teacher observations. The rising deployment of academic monitoring has led to its frequently perceived association with teacher assessment. The administration of the educational process is a fundamental aspect of supervisory responsibilities. The review method in educational leadership involves the systematic delivery of evaluations about the efficacy of teacher performance. Policies designed to improve the quality of education might be regarded as strategic decisions. The assessment of educational quality commonly involves two distinct aspects: the procedural dimension and the result dimension. High-quality education is characterized by an efficient learning process that produces favorable outcomes and excellent procedural outputs. Knight, (2013) posits that the competency exhibited by students in generating educational products serves as an indicator of the quality of learning activities, as evidenced by their learning outcomes. The desired results should be to the requirements of students in their individual lives. They should apply to the challenges of the surrounding context, notably in the domain of employment.

The current study was conducted within supervisory practices to improve teacher proficiency in lesson preparation, instructional delivery, and evaluation by implementing academic leadership. The process of designing the assessment necessitates the active participation of the teacher in identifying the essential competencies that will be assessed, specifying the scope of content that will be addressed, and choosing the most suitable techniques and formats for conducting the assessment. The results of the assessment design endeavor are presented in a grid format comprising various questions. The conventional configuration of the question grid format includes a tabular arrangement featuring six columns. The table is composed of fundamental competencies (KD) in the first column, indicators of competency achievement in the second column, learning competency domains (e.g., cognitive domains C1, C2, C3, etc.) in the third column, and an indication of the level of question difficulty (easy, medium, difficult) in the fourth column

(Rønnestad, 2019; Wright, 2020; Yang, 2021). Furthermore, the table encompasses determinations about the nature or structure of the assessment utilized, such as essay inquiries, multiple-choice items, matching exercises, etc. The numerical identifier is located in the sixth column, positioned next to the fifth column. After completing the question grid, it is imperative to generate the social text using the final column of the grid. The proficiency evaluation in a particular subject is achieved by employing questions developed via assessment activities. The assessment might be done on a predetermined schedule or within specific class sessions.

Following this, the educator proceeds to engage in evaluative activities by carefully examining the test results of the students, thereby marking the culmination of the assessment procedure. Subsequently, a comparative analysis is undertaken utilizing distinct evaluative measures, such as the minimum level of learning achievement (KKM). I apologize, but without any specific information or context, it is impossible to rewrite the user's material academically. Please offer more details or explicit content that needs to be revised, and we will be happy to assist you.

4. Conclusion

Drawing from the preceding chapter's discourse, it can be inferred that the utilization of classroom action research in the development of end-of-semester assessments yields highly effective outcomes, as evidenced by the findings of this study. High school teachers experience a sense of satisfaction in terms of their attitudes and abilities following their participation in PTK. This is attributed to the fact that PTK enables them to manage their time, minimizing postponements effectively. Comprehensive Assessment Reform (CAR) can also enhance instructors' proficiency in developing standardized assessments. The observation above is evident in the activities of the first and second cycles, wherein an average score of 87.05 is achieved. According to prevailing discourse, a test is considered to be practicable if a minimum of 65% of the established criteria can be fulfilled.

Based on the findings and scholarly discourse, it can be inferred that academic supervision can potentially enhance teachers' competencies in facilitating the administration of learning assessments at YALC Pasuruan High School, resulting in a notable rise of 31.2%. The recommendations proposed in this study indicate that school principals should enhance academic supervision to promote learning outcomes. Additionally, they should provide training to teachers to actively engage in the development of classroom instruction. The use of ongoing academic supervision has the potential to enhance the effectiveness of teachers in their preparation of student learning outcome assessments. The implementation of ongoing academic supervision has been found to positively impact teacher performance in effectively conducting follow-up activities related to measuring student learning outcomes.

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