TEACHER'S COMPETENCY ASSESSMENT (TCA) IN INDONESIA: A NEW FRAME WORK

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ABSTRACT

Teacher competency has an important role in maximizing student potential and improving the quality of education. The aims of Teacher Competency Assessment (TCA) in Indonesia is implemented a teacher certification. This study develope a teacher competency assessment models that aims to provide an overview or profile of teacher competencies that are useful for teacher self-development, and not related to teacher certification programs. The competencies assessed are professional and pedagogical competencies. The TCA models has been validated by six professors of learning, assessment, and psychometrics using the Content Validity Ratio (CVR) formula. The validation results indicated resources to the level of the model validity is 0789. Therefore, the TCA enable the model to be used to develop TCA instruments. We develop TCA instruments based on 6 Basic Elements (BEs) of teacher competencies: formulating indicators of learning outcomes, mastering teaching materials, designing and implementing learning programs roomates supported by applying the principle of integrating knowledge (teaching materials), pedagogics, and information and communication technology, evaluating the input, process and learning outcomes, the course, and developing themselves in a sustainable manner. The six BEs are translated into 60 Substantial Indicator Descriptors (SID), consisting of 37 professional competency indicators, and 23 pedagogical competency indicators. Respondents in this study were 957 Indonesian Junior High Schools teachers of 15 province in Indonesia, consisted of Languages, English and Mathematics teachers. The results of Cronbach's Alpha analysis indicated resources that the instrument's reliability was at a fairly high level, which is 0826. So it can be concluded that the models with this assessment can be implemented a TCA instrument as a teacher competency assessment models in Indonesia.

KEYWORDS

Modeling, assessment, competency, teacher

1. INTRODUCTION

To improve the quality of teachers, the Indonesian government has issued of Goverment Constitution (GC/Undang-Undang) No. 14/ 2005 concerning Teachers and Lecturers (Ministry of National Education, 2005), In the act, teachers are categorized as professional educators who have to qualify the profession. The professionalism of teacher educators evidenced by certificates obtained through a systematic process called certification. Teacher certification program conducted since 2007, after the publication of Ministerial Regulation No.18/2007 concerning Certification for

Teachers (Kementerian Pendidikan Nasional, 2005) The certification program will be carried out in the form of an assessment of the four competencies.

Furthermore, in order to carry out the mandate of GC No. 14/2005, the Indonesian government has also issued Ministerial Regulation No. 16 of 2007 on Academic Qualification Standards and Teacher Competency. The regulation has provided a list of knowledge, skills, behaviors and attributes that are valid, can be observed and measured to assess the competence of teachers. According to the regulation of teacher competence classified into four areas, that are pedagogical competence, personal competence, professional competence and social competence. (Kementerian Pendidikan Nasional, 2007b).

Pedagogical competence is the ability of teachers to understand the learners and manage learning. Personal competence related to the personality of the teacher who is confident, stable, mature, wise and dignified, and has a work ethic and a high sense of responsibility. Professional competence can be judged from the mastery of the material, and substance-related subjects and curriculum used. Meanwhile, social competence include the ability of teachers to interact, communicate, and adapt empathic and polite with other people from different social backgrounds. (Kementerian Pendidikan Nasional, 2007a).

Based on the mandate of GC No. 14/2005, then since 2012 the Ministry of Education and Culture did Teacher Competency Test (TCT). TCT aimed at assessing pedagogical competence and professional competence of teachers, as stated in the Regulation of the Minister of Education and Culture No. 57/2012. Competency Test for teachers who will participate in the certification, Based on the results TCT, in 2015, the government carried out the mapping of teacher competence with TCT followed by all teachers, whether certified or not certified, in each subject. (Permendiknas Nomor 16 Tahun 2007).

Several studies conclude, TCT results is not satisfactory. However, until now there has been no comprehensive study of the causes. Besides, also there is no model of teacher competence assessment is more appropriate, which measure both cognitive and non-cognitive teachers has conducted.

This study aims to develop a model to assess teacher competence that can be used as a means for Teacher Assessmernt Clinic (TAC), with output in the form of a model or evaluation procedures and instruments to assess teacher competence. The main objective of this study is to examine the theoretical framework teacher competence is the basis of the assessment of teacher competence development. Product development model is very urgent as the theoretical foundation for the assessment of teacher competence and Teacher Competence Assessment (TCA) system. TCA addition will be a device for monitoring competence, also has the potential to become a national system of improving teacher quality on an ongoing basis. The results of this study are expected to answer the question of improving the quality of teachers and teacher competency assessment   .

The main target of this research is to develop of framework assess teacher competence, model of TCA, TCA instruments, and validation to the instrument of teacher competence. Through this research can be formulated design assessment prototype of teacher competence that can be used as a national teacher competency assessment tools.

2. THEORETICAL BACKGROUND

2.1 Conception of Competence

The concept of competence has a long history of research and practice in education and training. Yet until now there has been no consensus on the definition of the concept and what should be inclu ded in teacher competence.

In 1953, David McClelland was the first use the term "competence" in relation to effort management organization or arrangement (Chouhan & Srivastava, 2014: 14). At that time, Americans rely on intelligence tests and aptitude in schools, universities and the workplace.

Professor of Psychology at Harvard University questioned how intelligence and aptitude tests may be inadequate to predict "worthy" and "unworthy" of his person to a teaching job (McClelland, 1973: 1). He found a second score the tests do not distinguish between people of different educational and occupational class. McClelland also realize that the correlation between intelligence test scores and job success often not strong (McClelland, 1973: 3). Therefore,

Spencer & Spencer in "Competence at Work" explain the notion of competence as an underlying characteristic of an individual that is causally related to criterion referenced effective and / or superior performance in a job or situation. Characteristics of individuals with regard to the effective performance and / or excel in a job or situation (Spencer & Spencer (1993). Meanwhile, according Retour (2012, in Libanio, Amaral, & Migowski, 2017: 196), competence is operational skills needed for someone to be able to carry out their duties effectively and successfully. However, he explane that philosophically, competence is not equal to the job. Though it is the competence and the job had a very close relationship.

2.2 Teacher Competency Assessment

Experts have different views about the necessary competence held by the teachers. According to Hong (Hong et al 2008 in Ilandou & Zand, 2011: 1144), a professional teacher should have the intellectual ability; management; interpersonal skills; be professional. Huntley states, professional manifested in the form properly able to make contact with the audience (Huntley, 2003, in Ilandou & Zand, 2011: 1144). Meanwhile, according to Fathivajargah (2003, in Ilandou Zand, 2011: 1145), a teacher who deserve employed is that having cognitive competencies (self-awareness, awareness of learners, and awareness of the learning process), emotional (based on your interests, values, and attitudes) and practical (in relation to student, class, school, and community).

Increasing efforts to improve the quality of education to encourage research on the competence of teachers continues to grow. Therefore, the list of teacher competence constantly updated in line with the changes and challenges faced by teachers in the context of the impact of global education policy (Kovac, Eafajac & Buchberger, 2014: 54). Kovac, Eafajac & Buchberger (2014: 54) compiled a list of teacher competence and found there were 39 competencies are divided into four groups, that are: (a) Competence related values and parenting; (B) Competence relating to understanding the education system and contribute to its development; (C) Competence related knowledge of subjects, pedagogy, and curriculum; and (d) the relevant competence self-evaluation and professional development.

In relation to the assessment of the competence of teachers, OECD (2010) has developed a set of instruments for the development of knowledge and skills of teachers, such as for example, the profile of the teacher about what is expected and what is able to do. The teacher's profile as a conceptual framework to guide teacher education, teacher certification, professional development in-service, as well as career development. The results have been reported to OECD (2009) through the Teaching and Learning Internatio nal Survey (Talis).

Teacher competence profile is also associated with the conceptual framework of competence. In the development in various countries, the characteristics of the different formulation. Australia, for example, has seven teacher competency standards with a single domain, that are professional. Professional domain is composed of 3 sub-domains, that are professional knowledge, professional practice and professional involvement (Australian Education Ministers, 2011).

Britain has the Professional Standards Framework for Teaching (2011) in higher education with three domains, that are (1) areas of activities, (2) the core knowledge, and (3) professional values. As for teachers in education underneath drafted a conceptual framework of assessment of teachers who have five categories, that are: 'Learning and the Learner'; 'Teaching, Learning and Assessment'; 'Language Ability'; 'Language Knowledge and Awareness'; 'Professional Development and Values' (Cambridge English Teaching Framework, 2018). While language teachers in Europe mem-iliki "framework for the professional development of CLIL teachers" (Marsh, et al, 2011).

Model competency profiles, including the competence of teachers, has also been developed by Cheetham and Chivers (1996). The model consists of competency profiles knowledge / cognitive, functional, personal, and values / ethics. Competency profile models are then developed further by Kouwenhoven (2003) with the following design.
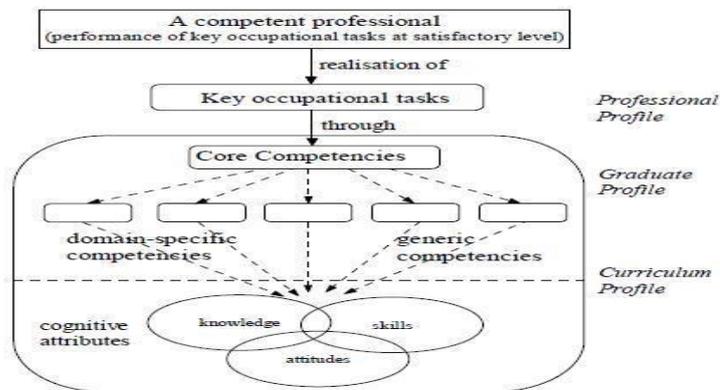
Bagan 1: Teacher Competency Profile Model (Kouwenhoven, 2003)

In early studies abroad, many social competence of teachers that have not been included, such as the willingness of teachers to participate in the public debate on education; monitor and participate in charitable activities relevant; ability to participate in projects in the field of education; understand national priorities in education; willingness to cooperate with the local community in managing program activities (eg practical training in local businesses); the ability to anticipate the needs of the new labor market related to education; the ability to do research for the advancement of education; understanding of the legislation and authorities in education; willingness to cooperate with stakeholders from the health and social institutions;

Research on the effectiveness of teachers in the UK has resulted in a model that links three factors, that are: professional characteristics, skillsteaching and classroom climate (Sammons & Bakkum, 2011: 16). Meanwhile, according to Aghaie (in Ilandou & Zand, 2011: 1145) teachers should have the competence (1) knowledge on a variety of thinking skills and apply them; (2) familiar with the new methods of learning and teaching as well as applying it; (3) management classes and special skills to communicate with students; (4) be familiar with information and communication technology, and be able to use it in teaching; (5) researching skills; and (6) skilled in evaluating academic achievement. Another with Shabani that divides opinion in a simple teacher competence, that are (1) the competence characteristics, which include student-oriented setting, proximity oriented to students and pupils, and subject-oriented settings; (2) scientific, included in it is the awareness of psychology, methods of teaching, new communication methods, social psychology, psychology of teaching and communication (Ilandou & Zand, 2011: 1145). Other experts, Taghi Pour Zahir (2010, Ilandou & Zand, 2011: 1145), split 2 into vocational teacher competence and personal. Vocational competencies include general knowledge, vocational knowledge and communication skills; while the personal include mental and physical health, adherence to the values, as well as having a good mental ability. Vocational competencies include general knowledge, vocational knowledge and communication skills; while the personal include mental and physical health, adherence to the values, as well as having a good mental ability. Vocational competencies include general knowledge, vocational knowledge and communication skills; while the personal include mental and physical health, adherence to the values, as well as having a good mental ability.

Ilandou and Zand (2011: 1145) proposes the competence of teachers in two categories, that are general competencies and specialized competencies. General competencies include understanding the psychology of development and learning, awareness of the process of teaching-learning, classroom management, teaching methods, control and evaluation. Meanwhile, a special competence include the mastery of content, presenting the content in the proper order, organize

content, mastering the use of exercise equipment, recorded accurately, providing feedback to students (Ilandou & Zand, 2011: 1145).

From the above it seems individual competence is not enough if it does not apply to collective goals (OECD, 2003), in this case the national educational ideals. Then, teachers as individuals also need to show the performance that reflects the institutional competence. Therefore, to supplement some opinions, Libanio, Amaral, & Migowski (2017) divides competences into three levels, that are personal competences, collective competence, and organizational competence. Although this division focuses on the work of the designer, but it can be analogous to the teaching profession.

Personal competence, ie knowledge and practical skills are displayed in behavior. These include being proactive, creative performance, the character of the entrepreneur, skills, attitudes and values of an educator, strategic thinking and systemic, scientific and technical knowledge, cognitive ability, implicit and explicit knowledge and competence in teaching.

Collective competence, that competence in the group, demonstrated uniform by teachers in the same school. According to Davenport and Prusak (1998, in Libanio, Amaral, & Migowski, 2017: 196), by combining the thought of individuals within a group can generate ideas for others. Which was included in the collective competence is the formation of structure, communication, and integrating individual and team work, collaboration among team members, creating a network, a combination of internal resources and external information and knowledge between members of the group and the construction of joint projects focusing on competency management.

Organizational competencies related to organizational knowledge is translated into daily activities, processes and teaching practices conceived as a multifunctional activity and central; the ability to place and coordinating competence; ability to modify, move, and run the implicit knowledge; provide support and feedback to the management on the work of the team; organizational capacity to educate; reflect the values of school / educational institution; developing a culture to continue learning; the formation process and the creation of creation; union development organization, the creation of value; the establishment of good information and a culture of shared values; organizational culture; developing internal capabilities with the orientation of the entrepreneur; and construction-oriented project based on special competence.

Based on the study of the shape of the competency test in various countries tertsebut, can be drawn conclusions about the basic principles of competency assessment model development. First, competency assessment models should be simple and easy to implement. Therefore, the model should refer to indicators of competence that is also simple, simple, and can be easily measured.

Second, the development of a good educational product should be based on the principles of continuous quality improvement. Competency assessment instrument should indicate the person's strengths and weaknesses as a means to conduct training and continuous quality improvement.

Thirdly, in accordance with the principles of quality improvement berkerlanjutan the instrument development should be carried out continuously as needed. According to Dick, Carey, and Carey (2015: 5), the development of an assessment of such products follow the scheme as depicted in the following chart.
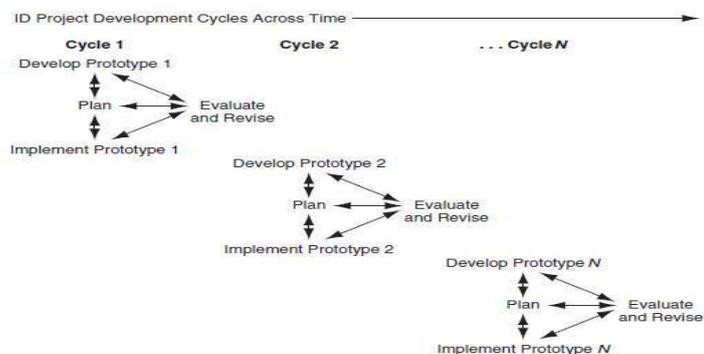
Bagan 2: Cycle of Continuous Quality Improvement (Dick, Carey, & Carey, 2015)

2.3 Teacher competence Assessment in Indonesia

In Indonesia, teacher competence is also seen as very important and strategic for the success of national development in education. Teachers have an important role in the education system, because the quality of the teacher becomes the determining quality of national education. Teacher competence profiles defined in the GC 14/ 2005. In Article 10, paragraph (1) and Article 8, stated that the teacher competence consists of pedagogical competence, personal competence, social competence, and professional competence. (Ministry of National Education, 2005.

In practice, there are at least three kinds of tests equally measure teacher competence mentioned in GC, that are (1) Education Master's Program (EMP) requires the following academic potential test pedagogic test, the test field of study, and the aptitude test of interest; (2) Teacher Competency Test (TCT) that measures pedagogical and professional competencies for teachers who are already certified or not; and (3) Teacher Performance Assessment (TPA) conducted two times a year to measure the pedagogical, professional, personal, and social.

Although a similar measure, but its output is different. EMP led to certification which leads to an increase in financial compensation. TCT aims to determine runway development; While TCT aims to assess the ability of teachers to implement all the competencies and skills required and calculate the number of credits. (Dirjen Peningkatan Mutu Pendidik dan Tenaga Kependidikan, 2010:3).

Competency measurement is also done as a condition to participate in Professional Education for Teachers (PET). However, that program is more formalistic prioritizing portfolios to issue certification. According to Istiarini research (2012, in Prasojo, Wibowo, & H.2013: 41), concluded that the certification of teachers only have a positive impact of 16.8% on teacher performance in Kulon Progo. The study is in line to study Susilaningsih & Siswandari (Prasojo, Wibowo, & H.2013: 41) which indicate that policy implementation is only 37% of Tea cher Certification affect the quality of teaching.

In 2015, TCT performed by Direktur Jenderal Guru dan Tenaga Kependidikan (GTK) Minister of Education and Cultural (MEC) found that the average value of the national teachers is 56.69. there are differences in test results between the competence of teachers who have S-1 with teachers who have S-1. For Kindergarten (TK) average value is 59.65. For elementary school teachers do not meet the data most S-1 to get an average value of 54.33, for a junior high school average is 58.25, and for the average high school 61.71. The data demonstrate the competence of teachers, especially in primary education, there is still cause for concern. Assumptions built is that all the teachers who have taught certainly has the competence as a teacher. However, the reality show different things.

One TCT goal is to identify shortcomings in the mastery of pedagogical competence and professional competence. During this time, the results of TCT used by the government to conduct training programs and teacher professional development and reward and appreciation to teachers. Besides TCT there is no model to assess teacher competence that can be used for training and development of teachers on an ongoing basis, whether it is a teacher who has been certified and teachers who have not been certified.

Although the results of TCT not as expected and the mandate of the Goverment Constitution (GC), but until now there has been no comprehensive study on the causes of the low value of the TCT. It is unfair if based on the results TCT concluded that the vast majority of teachers in Indonesia are not professional. The assumptions can be built is that the only real TCT measure cognitive competence. TCT has not fully measuring the competence of cognitive and non-cognitive as envisaged by GC and Regulation of MEC No.18/2007. Therefore, it is necessary to develop a model to assess teacher competence of a comprehensive measure both cognitive and non-cognitive teachers.

Based on this background, it would require the formulation of a new framework of teacher competency model. The model will be the theoretical foundation in the development of Teacher Competency Assessment (TCA).

In regard to the type of competence, the authors argue, 4 types of teacher competence specified in the GC actually has quite a comprehensive and representative. Therefore, without prejudice to the opinion of international experts, these four types of teacher competence in Indonesia does not need to be changed. What is more important-instead of change the type of teacher competency-- is to develop assessment instruments that can explore all kinds of competencies.

3. RESEARCH METHODS

3.1 Research Design

This study focused on the development of a framework Model and Instrument of TCA. Thus the right kind of research for this purpose is research and development. This study takes the alpha cycle including kategori micro and meso cycle, with three main steps: analysis and exploration, design and construction, as well as evaluation and reflection.

TCA Model development performed using procedural modeling. Procedural modeling is a model that is descriptive, which is described into 5 steps. First, analysis of practical problems. In this step is an analysis of the model of TCA, and some other valuation models that have been there before. Besides, it also conducted a needs analysis, which includes the form and contents of TCA expected.

Second, the development of the model is based on theoretical studies about valuation principles, the analysis of the models TCA in some developed countries, studies on the regulation of the competence of teachers, and practices that have been carried out in Indonesia. The results of the step are Model Draft and Instruments of TCA.

Furthermore, in the third stage, Model Draft and TCT Instrument is validated by a validator through FGD mechanism involving experts, practitioners, stake holder and associations group of study programs. FGD purpose is as a testing cycle and improving the Draft, thus becoming the standard instrument model and the new frame work of TCA.

In the fourth stage carried reflection on the model and the new TCA raw instrument. At this stage involved practitioners consisting of teachers, principals, and supervisors in 15 provinces in Indonesia. To facilitate the operation, then at this stage TCA Instruments packaged in the form of applications, and testing is done online. Respondents were asked to assess independently the online assessment instrument applications. The results of the assessment conducted factorial statistical analysis to look at the validity, reliability, and feasibility of the instrument.

TCA model development includes 8 steps. That are: (1) the analysis of the competence of teachers based on the study of theoretical, empirical facts, and regulation, (2) developing basic elements (BEs) of teacher competence with reference to the results of the analysis of the competence and relating to the curriculum, (3) The achievements of competence as the basis for development grains instruments, (4) development model design, (5) the development of assessment instruments, (6) test the validity of the model, (7) the validity and reliability of the instrument, and (8) models and instruments packaging.

TCA instrument package is designed for three subjects, that are Bahasa Indonesia, English, and Mathematics. The assessment is developed based on curriculum standards of S1 Education Studies Program (Lembaga Pendidikan Tenaga Kependidikan/ LPTK).

Development of TCA framework begins with the development of Basic Elements (BEs) through Focus Group Discussion (FGD) involving 5 person team of experts. They are Professor of Education, Learning, Psychology of Learning and Evaluation. Furthermore formulated General Competency Achievement (GCA), The Achievement of Special Competence (ASC), and Substantial Indicators Descriptors (SID) involving association of studies program. The formulation of the FGD results theoretically validated using content validity ration analysis (CVR) to determine the validity of the model and instrument level TCA.

Validation by the main validator will include an assessment of the effectiveness, compliance with the theory and practice, and feasibility. The results validate the model into basic formulation of TCA Instruments.

Furthermore, against the TCA instrument the tests products in two (2) phases, that are testing small group and large group test (extended trial). Small group trials involved 40 respondents. They are practitioners (teachers, principals, and supervisors) in the city of Jambi. In the small group trial included to Team of Experts and policy makers (stakeholders), the Department of Education Quality Assurance Agency (LPMP) in Jambi. The small group trial data were analyzed using SPSS. The result is a Model Design and Instruments TCA ready been tested on a large group / groups are expanded. Large group trials conducted involving around 1,002 respondents, consisting of 355 Indonesian junior high schools teachers, 350 junior high schools of English, and 297 junior high schools of Mathematics.

4. RESEARCH RESULT

The validity of the analysis was first applied to the statement effectiveness, reliabilityAnd feasibility. Previously arranged a number of statements that measureeffectiveness, reliability, and kel sieve, then sought coefficients with acceptable values that indicate these three variables. Statistical analysis takes place in three steps: (i) Validity Model; (Ii) Test Reliability; and (iii) Different Power Test.To analyze the competence of teachers, the average deviation and standard is calculated for each competency are divided into 6 groups Basic Elements (BEs), separated between effectiveness, reliability, and kelsieve groups of respondents.

4.1 The Validity of the Model TCT

Content validity was analyzed using the formula Validity Ratio (CVR). According to Goverment Constitution (UU) she (1975, p. 567), the CVR is a content validity approach to determine the suitability of items with the domains measured by the judgment of experts. CVR can be calculated using the formula:

$$CVR = \frac{ne - \frac{N}{2}}{\frac{N}{2}}$$

Under the condition:
ne = number of experts agree
N = the number of all the experts who validate

CVR count obtained were then compared with the value of the critical CVR CVR according to Table Critical Value. The value of the CVR critical one-tail with a standard error of 0.05 for the five people worth 0.736 validator. If the value of the CVR count is still above the critical CVR value of the instrument is valid for use. If the value of the CVR count is lower than the critical value of the CVR is not valid instrument for use.

Based on the analysis of the CVR, it is known that TCT Model CVR value is equal to 0.789. Thus the draft Model and Instrument TCT with a new dimension expressed Valid. The draft model contains procedures; while the Draft Instrument matter embodied in packages for 3 subjects, each of which consists of 80 items, with response assessment rubric. CVR calculation shown in the following table.

Tabel 1. CVR calculation (one-tailed, α = 0,05) In the FGD Expert Team

Total Validator	CVR value	validity level
5	.789	valid

4.2 Reliability Test Results Problem Indonesian

At first, the Indonesian language is a total of 120 items. After a review by experts, ready to use numbering about 76 items, 43 indicate about the professional competence, and 33 indicate about pedagogical competence. Furthermore matter entered into the application for diiujicobakan. Respondents trials were teachers of Junior High School (JHS) in 15 provinces totaling 355 people. The trial results were then calculated with the aid of the following SPPS application.

Case Processing Summary

		N	%
cases	valid	355	100.0
	Excludeda	0	, 0
	Total	355	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
, 687	76

Alpha Cronbachs figures show a correlation of 0.687. Thus, the reliability problem can be interpreted Indonesian High.

To test the feasibility of calculation about Power differentiator. To determine the difference, then the value calculation used is rhitung on SPSS compared with the criteria. Statistical calculations show, 46 about acceptable without repair, 15 questions received with refinement, and 14 about rejected. Thus, from about 62 about 76 are accepted.

4.3 Reliability Test Results Problem English

At first, about the English total amounted to 80 grains. After a review by experts, a matter which is ready for use amounted to 68 grains. Furthermore, the matter tested in a large group. Respondents in this trial was 350 junior high school English teachers from 15 provinces. The trial results were then calculated with the aid of the following SPPS application.

Case Processing Summary

		N	%
cases	valid	350	100.0
	Excludeda	0	, 0
	Total	350	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
, 687	68

Alpha Cronbachs calculation produce numbers reliability of 0.687. Thus, the reliability about the English language can be interpreted High.

To test the feasibility of calculation about Power differentiator. To determine the difference, then the value calculation used is rhitung on SPSS compared with the criteria.

Statistical calculations show, 42 about acceptable without repair, 24 questions received with refinement, and 2 matter was rejected. Thus, from about 66 about 68 are accepted.

4.4 Reliability Test Results Math Problem

Math Problem totaled 70 grains. After a review by experts, ready to use numbering about 63 items. Furthermore, the matter tested in a large group. Respondents in this trial was 297 junior high school English teachers from 15 provinces. The trial results were then calculated with the aid of the following SPPS application.

Case Processing Summary

		N	%
cases	valid	297	100.0
	Excludeda	0	, 0
	Total	297	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
, 687	63

Alpha Cronbachs calculation shows the number 0,687. Thus, the reliability of the Mathematics can be interpreted High.

To test the feasibility of calculation about Power differentiator. To determine the difference, then the value calculation used is rhitung on SPSS compared with the criteria. Statistical calculations show that about 24 accepted without repair, 36 questions received with refinement, and 3 about rejected. Thus, from about 60 about 63 are accepted.

5. CONCLUSION

Corresponding objectives, this research has resulted in several conclusions. First, the Teacher Competency Assessment Model (RDA) based on the new frame work has been arranged. The model differs from TCT, either substantially or performan. TCA fruition on performance-based teacher competence Basic Elements 6 and diagnosis of the strengths and weaknesses of teacher competence sebagain means of sustainable development. In RDA there is no pass or not pass the criteria. This is in contrast with the TCT.

Second, TCA is based on the analysis of the factors that influence and competence of teachers involved in the exploration, assessing the competence of both aspects of cognitive and non-cognitive. This is in contrast with the TCT further highlight aspects of academic potential.

Third, TCA arranged procedural instrument, starting with needs analysis, regulatory analysis, analysis of curriculum that involves many parties: experts, stakeholders, teachers, principals, and supervisors. TCA instrument has been validated by the respondent to the amount and scope of a fairly representative.

Fourth, the test results show that the TCA valid and reliable instrument to be further developed into an instrument of assessment of teachers in Indonesia. The level of validity and reliability has been demonstrated with sufficient reliable values.

6. RECOMMENDATIONS

Based on these results, the development of a more comprehensive TCA needs to be done immediately. TCA will become a strategic benchmark for the improvement of the quality of

education in Indonesia. TCA development should be oriented to the professional development of teachers on an ongoing basis, not "judge" the statement pass or not pass because the real professionalism evolve over time.

This study did not produce a ready-made instrument for national scope. Some important aspects need to be built will TCA is ready to become the assessment instrument national teachers, among others, are: coverage subject matter indicates expertise of teachers, about the assessment is more valid and reliable, developed by experts talking about and psychometric, technical assessment a more reliable, and packaging instruments in the form of a computerbased application that is easy to use.

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