

**Capability Assessment Model Development
Micro Teaching Music Education Students
Jurusan Sندرatasik FBS UNP****Pengembangan Model Asesmen Kemampuan
Micro Teaching Mahasiswa Pendidikan Musik
Jurusan Sندرatasik FBS UNP****Esy Maestro¹, Ambiyar², and Ishak Aziz³**¹²³**Universitas Negeri Padang****Jln. Prof. Dr. Hamka, Air Tawar, Padang, Sumatra Barat, Indonesia***Corresponding author. Email: esymaestro@gmail.com**Abstract**

This article is written based on research to produce a model and assessment system of teaching practice ability, which can be utilized by Educators and Education. This research was conducted by considering the need: (1) development of teaching practice skills that can improve students' high-level thinking ability, (2) assessment models relevant to learning achievements, (3) implementation of various and *feasible assessments* for students, as well as (4) the application of learning achievement assessment models and systems taking into account a variety of interests and talents. Data is collected through expert evaluation of teaching ability formulation and teaching ability assessment model and through focus group discussion with staff who are interested in the implementation of assessment. Data/information analysis is done descriptively qualitatively and quantitatively in accordance with the type of data collected. The results stated that the hypothetical model for assessment of teaching practice skills of music education students who demanded the availability of: (1) practical classes and practical exams and labor praktik; (2) mentoring/instructors, examiners, and IT staff with sufficient amount and quality; and (3) guidelines and procedures as a reference for all parties involved in the implementation of the assessment.

Keywords: *teaching practice ability, students, assessment model***Abstrak**

Artikel ini ditulis berdasarkan penelitian untuk menghasilkan model dan sistem asesmen kemampuan praktik mengajar, yang dapat dimanfaatkan oleh Lembaga Pendidikan Tenaga Pendidik dan Kependidikan (LPTK). Penelitian ini dilakukan dengan mempertimbangkan perlunya: (1) pengembangan kemampuan praktik mengajar yang dapat meningkatkan kemampuan berpikir tingkat tinggi mahasiswa, (2) model asesmen penilaian yang relevan dengan capaian pembelajaran, (3) pelaksanaan asesmen yang bervariasi dan *feasible* bagi mahasiswa, serta (4) penerapan model dan sistem asesmen capaian pembelajaran dengan mempertimbangkan ragam minat dan bakat. Data

dikumpulkan melalui evaluasi pakar terhadap rumusan kemampuan mengajar dan model asesmen kemampuan mengajar serta melalui focus group discussion dengan staf yang berkepentingan dengan pelaksanaan asesmen. Analisis data/informasi dilakukan secara deskriptif kualitatif dan kuantitatif sesuai dengan jenis data yang dikumpulkan. Hasil penelitian menyatakan bahwa model hipotetik untuk asesmen kemampuan praktik mengajar mahasiswa pendidikan musik yang menuntut tersedianya: (1) kelas praktik dan ujian praktik serta labor praktik; (2) pembimbing/instruktur, penguji, dan staf IT dengan jumlah dan kualitas yang memadai; serta (3) pedoman/panduan dan prosedur sebagai acuan semua pihak yang terlibat dalam pelaksanaan penilaian.

Kata kunci: *kemampuan praktik mengajar, mahasiswa, model asesmen*

Introduction

The use of the test as the only assessment tool, is a concern that Turnipseed & Darling-Hammond (2015) conveyed. According to them, the younger generation must have analytical and creativity skills to drive innovation and creation of new products, learning skills, problem solving skills, the ability to collaborate and communicate, have a lot of sense, and have resilience and fortitude. These skills and skills will allow them to be able to research, dig for information, and self-study independently or collaborate with others. It is further stated that these skills can be achieved through the development and assessment of higher-order skills. According to Turnipseed & Darling-Hammond (2015), these skills and skills cannot be optimally achieved if learning and assessment are focused on lower-level skills and assessment with objective tests only. To ensure that students gain learning experience and assessment for a variety of high-level abilities that can foster the skills and abilities delivered by Turnipseed & Darling-Hammond (2015), and to anticipate the possibility of increasing student learning burden that is expected to result in decreased exam results, a study or research is carried out to analyze the suitability of the assessment method with the skills and skills developed in learning.

RESEARCH METHODS

This article was compiled based on research to produce a model of assessment of the practical ability of teaching music education students in sendratasik majors conducted by applying research and development (R&D). The results presented in this article are the result of expert validation of the formulation of teaching ability of elementary school teachers and the developed assessment model, as well as the results of focus group discussions with staff in charge of practical activities / practicum of micro teaching exams. Qualitative data is analyzed descriptively qualitatively, through identification, assessment, grouping, and formulation of findings answer patterns.

RESULTS AND DISCUSSIONS

The formulation of practical ability to teach music education students in sendratasik departments that have been validated as well as hypothetical models and systems of application of practical ability assessments teaching students of music education students in sendratasik majors are presented as follows. From the actions that have been carried out in the field, several things have been found with regard to the sequence of teaching in micro teaching and errors that occur during the learning process. More details below the findings are presented. In this research, it is highlighted

about the sequence of teaching carried out by the students while teaching in class. The standard order according to the book The handle is the existence of initial activities, core activities, and final activities.

Teaching Practice Skills Formulation

The formulation of teaching practice skills in the form of learning achievements of music education students in the sendratasik department refers to the Indonesian National Qualification Framework (KKNI) and Law No. 14 of 2005 on Teachers and Lecturers. In addition, the formulation is also based on expert opinions on the dimensions of teacher ability expressed by Marzano (2011) and the capability in teaching put forward by Van de Grift, Helms-Lorenz, & Maulana (2014) as well as the needs of teachers based on the results of discussions with music education students in sendratasik majors. The formulation of learning achievements is then consulted to experts to be validated. By paying attention to corrections and input from experts, here is the formulation of learning achievements in music education students in the sendratasik department.

A. Attitude

1. Have awareness and behave as a highly educated citizen who
2. religious, democratic, and intelligent
3. Have a personality that supports prospective teachers and upholds the teacher's code of conduct
4. based on the Law on Teachers and Lecturers

b. Work Ability

1. Have the ability to design educational learning that refers to
2. achievement of the whole goal of education
3. Have the ability to carry out educational learning that refers to
4. on the achievement of the whole goal of education
5. Have the ability to assess educational learning that refers to
6. achievement of the whole goal of education
7. Able to improve the management of learning systematically and scientifically
8. Able to communicate socially and professionally, both in peer and community environments

c. Knowledge Mastery

1. Explore individual differences in cognitive, emotional, and bodily kinetic aspects, as well as possible abnormalities and influences of the socio-cultural environment on student development including the formation of relevant values
2. Understand the characteristics of learners and the factors that influence them to establish a child's learning needs in the context of cultural diversity
3. Mastering disciplines related to the substance and basic methodology of science covering five subjects of cultural arts in schools
4. Mastering the concept of educational learning, which includes the design, implementation, evaluation of learning processes and outcomes, as well as class action research

d. Rights/Authorities and Responsibilities

1. Able to be an innovative educator by utilizing the development of Science
2. Knowledge and Technology
3. Able to develop professional skills on an ongoing basis

From the formulation, it appears that teacher education graduates must have the ability to plan, implement, and evaluate learning processes and outcomes effectively, efficiently, and innovatively. The ability to be an innovative educator, in accordance with the development of Science, Technology, and the Arts in accordance with the opinion of Hammerness, et al. (2005), requires adaptive expertise that is expertise in making changes or innovations that demand out of routine, out of safe zones and the ability to use a variety of available sources.

Teaching Practice Ability Assessment Model

Assessment is carried out to find out the mastery of learners to the learning achievements that have been determined. The instruments used in the assessment are developed based on learning achievements to be assessed. Taking into account the nature of learning achievements and the study materials provided to master these learning achievements, Table 1 shows the types of instruments that can be used to access the practical ability of teaching music education students in the sendratasikdepartment.

Table 1. Learning Achievements, Study Materials, and Assessment Types

LEARNING ACHIEVEMENTS TEACHER EDUCATION (UNDERGRADUATE)	STUDY MATERIALS	TYPES OF ASSESSMENT		
		Test: Objective & Description	Assessment Products	Protests Work
1. Have awareness and behave as a highly educated citizen who is religious, democratic, and intelligent	Citizen Behavior The Religiously Educated	√		
	Citizen Behavior Highly Educated Democratic	√		
	Citizen Behavior Smart, HighLy Educated	√		
2. Have a personality that supports teachers and upholds the teacher code of conduct based on the Law on Teachers and Lecturers	Teacher's Personality Teacher Code of Conduct Law on Teachers	√		√
3. Have the ability to design educational learning that refers to the achievement of the whole goal of education	Curriculum Development Process		√	
	Curriculum Development Products		√	
	Goal Formulation Learning		√	
	Selection of Subject Matter		√	
	Drafting Steps Learning		√	
	Learning Media Selection		√	
	Selection method of spellingr		√	
	Evaluation Tool Preparation Learning Process and Results		√	
	Learning Design Subjects		√	
	Learning Design Integrated		√	
	Learning Design Kelas		√	
	Learning Design for Students with Special Needs		√	
1. Have the ability to carry out educational learning that refers to	Basic Teaching Skills			√

LEARNING ACHIEVEMENTS TEACHER EDUCATION (UNDERGRADUATE)	STUDY MATERIALS	TYPES OF ASSESSMENT		
		Test: Objective & Description	Assessment Products	Protests Work
on the achievement of the whole goal of education				
	Early Learning Activities			√
	Core Learning Activities			√
	Closing Lesson Activities			√
	Subject Learning			√
	Reflection in Learning			√
4. Have the ability to assess educational learning that refers to the achievement of the whole goal of education	Process Evaluation Planning and Learning Outcomes		√	
	Implementation of Process Evaluation and Learning Outcomes			√
	Follow-up Evaluation Process and Learning Outcomes			√
5. Able to improve the management of learning systematically and scientifically	Problem Formulation Learning			√
	Problem Analysis Learning		√	
	Solving Solution Determination Learning Problems		√	
	Class Action Research		√	
6. Able to communicate socially and professionally, both in peer and community environments	Social Communication			√
	Professional Communication			√

Based on Table 1 types of assessments that must be done during the education process of prospective teachers are written tests, product and portfolio assessments, and performance tests.

1. Written tests are conducted to assess the mastery of theoretical concepts and problem solving skills related to learning planning, implementation, and assessment; characteristics of learners; teaching materials; substance and methodology of the field of science that supports the learning of subjects; as well as class action research. The type of test used can be in the form of objective tests and descriptions in accordance with the nature of course learning achievements.
2. Product and Portfolio Assessment is conducted to measure the ability to apply concepts, theories, and procedures to produce curriculum and learning design products, such as syllabuses, learning implementation plans (RPP), learning media or props, and evaluation instruments; and practicum reports, research reports, and papers. Product sample assessment is one of the assessment tools that can be used to improve teacher improvement programs (Darling-Hammond, 2006).
3. The Performance Test is conducted to measure professional performance in an authentic context, including attitudes and behaviors. The purpose of the performance test, for example through the practice of teaching, in accordance with Tillema's opinion (2009) is to know the progress of teaching ability, improve learning, give back, and determine the level of competence. Assessments can be done face-to-face, individual self-assessment, supervisor rating, and note-giving. In

line with Tillema's opinion, Darling-Hammond (2006) stated that teacher performance assessment tools are developed and validated to review planning, learning, assessment and self-reflection skills that refer to teaching standard criteria. Performance assessment tools are considered more valid than traditional assessments that use tests.

Teaching Ability Assessment Model Implementation System

The successful application of innovation depends on the suitability of the innovation with existing conditions. Therefore, in order for the proposed Teaching Ability Assessment Model to be effectively applied in remote educational institutions, information on the implementation of practical assessment and performance is required selama ini berlangsung. Komponen yang it should be considered in conducting assessments to measure the practical ability of teaching students of music education students in sendratasik majors related to the resources needed in planning and implementing assessments. In connection with the context of the distance education system that organizes mass education and student distribution, the components of resources that need to be considered include facilities and infrastructure, human resources, and guidelines for implementation.

Conclusion

The formulation of teaching ability that is expected to be possessed by students who graduate from the Undergraduate Program of Elementary School Teacher Education includes: (1) attitudes that show awareness and behavior as highly educated citizens who are religious, democratic, intelligent, and personality who support the profession as teachers, as well as ethical attitudes in accordance with the teacher code of conduct based on the Law on Teachers and Lecturers; (2) the ability to apply skills and utilize science, technology, and/or art in the field of teacher training in problem solving and able to adapt to the situation faced in education in elementary school; (3) mastery of theoretical concepts in elementary school in general and theoretical concepts of specialized sections in the field of knowledge in depth, as well as being able to formulate procedural problem solving; and (4) the ability to carry out the rights / authorities and responsibilities as innovative educators by utilizing the development of Science and Technology (IPTEK) and always develop professional skills in a sustainable manner. In accordance with the formulation of learning achievements, the types of evaluations carried out must vary, including: (1) written tests both objective and description to measure concept mastery skills and problem solving skills, (2) product and portfolio assessments to measure the ability and skills to apply concepts, theories, and procedures for producing products; and (3) performance tests to measure performance in an authentic context. The implementation of this Teaching Ability Assessment Model requires adequate facilities and infrastructure (such as schools and labotarorium), human resources with adequate amounts and quality (supervisors, instructors, assessors, examiners, examiners, and organizing committees), as well as guidelines, guidelines, and procedures for the implementation of assessment. With the regulation of the Ministry of Research, Technology, and Higher Education that provides opportunities for universities to conduct distance education, this assessment model can be one of the alternatives that can be considered as one of the models of practical assessment in distance education. If a distance education institution is going to use this model, several conditions must be met, including adequate facilities and infrastructure

and human resources. Because distance education institutions organize mass education with scattered students, it is necessary to cooperate with educational institutions in the region. PJJ institutions must have policies on cooperation with partners that benefit both parties. In addition, in order for the Teaching Ability Assessment Model to be implemented effectively, PJJ institutions need to conduct socialization and briefing to all parties related to the implementation of assessment of teaching ability of students-teachers of elementary school teacher education S1 program, in addition, it is necessary to provide guidelines / guidelines and implementation procedures as a reference for all parties in the implementation of assessment

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