

Lopeg (Teacher Pedagogic Observation Sheet) : Development Of Instruments To Analyze The Feasibility Of Ukg Results In Sdn Percobaan Medan City

Dra. Hj. Paujia Rosmini, M.M.,M.Pd Student Pascasarjana
State University of Medan Email:

e-mail: drahjpauiarosmini@ymail.com

Abstract. Ketua Umum PB PGRI Dr. Sulistiyo said "in 2012 in Semarang there are teachers who are liked by the students and also the community, but when the competency test is very low value and impact on the public's trust in the teacher." This becomes one of the proof of the reality of the problematics of the effectiveness of the current UKG. UKG for teachers in the regions is coercion. As it is known that the expected value of UKG is 80. The same case happened at SDN Experimental Medan City. While the results in the field reported that teachers who actively teach well and liked the students experienced values below the expected standards. Therefore, "LOPEG (Teacher Pedagogical Observation Sheet): Development of instruments to analyze the feasibility of UKG results in SDN Percobaan Medan City is present as a solution, an instrument development to measure teachers' needs and accommodate the aspirations of teachers for the implementation of the UKG which is considered burdensome for teachers as workers professional educators.

Keywords: Development, Pedagogical Competence, Observation Sheet, Feasibility, Instrument and UKG

1. Introduction

The role of teachers is crucial in the effort to improve the quality of formal education. For that teacher as a learning agent is required to be able to organize the learning process as well as possible, within the framework of educational development. Teachers have functions and roles that are very strategic in the development of education, and therefore need to be developed as a dignified profession. Law no. 14 of 2005 on Teachers and Lecturers Article 4 asserts that teachers as learning agents function to improve the quality of national education. To be able to perform its functions properly, teachers are required to have certain conditions, one of which is competence.

The general purpose of this assessment is to provide policy input to decision makers and education unit managers regarding the field description of teacher mastery of pedagogical, personality, social and professional competencies. These inputs are expected to be considered as materials to be developed or further strengthened. The principle that the competence of the teacher needs to be proven by its application in the field, so that the statement about the competence has been or has not been mastered.

The importance of teacher competence as an educator, the policy giver facilitates UKG as a benchmark of teacher competence. However, the concrete in the field some people considered that the UKG is used as a benchmark to see the competence of teachers has not been effective. This is due to the facts in the field related to the results of teachers' UKG teachers who are considered to have a decent teaching society to score below the standard. UKG as a benchmark of teacher competence is hereby considered less effective to be a guide to see the competence of teachers.

Based on the above opinion, the writer felt called to give special attention related to this problem. Public opinion should be responded immediately. The response given to the community must be based on the data obtained concretely. To obtain the data in question required serious research. The research conducted aims to collect the required data. The data obtained will certainly be processed into a statement that can be used as a reference to provide a response to public opinion. And the results of this study can be used as consideration for the stakeholders in taking a stand.

To do the research in question would need instruments or tools that serve as a data collector. Not all research instruments can be effectively used as a data collection tool. For that, researchers want to develop the instrument as a means of collecting data in question. The development tool is referred to as "LOPEG" (Teacher Pedagogic Observation Sheet): the development of an instrument to analyze the feasibility of UKG results in SDN Experimental Medan.

2. Discussion

1. LOPEG (Lembar Observasi Pedagogik Guru)

In running a study would require an instrument as a means of collecting data. The instruments that already exist can be re-evaluated, modified and developed in accordance with the needs of the object that we will examine. In this, LOPEG is one of the ideas in developing the instruments required by the object of research.

It is not always the instrument in an effective study for the object of the research we want to do. For that, before going a long way to test the feasibility of the results of today's UKG become a hot topic in the environment of educators in particular, then the author tries to give the idea of developing an instrument called LOPEG. LOPEG stands for Teacher Pedagogic Observation Sheet. LOPEK plays an instrument role to see and analyze the feasibility of the results of UKG, especially in SDN Experimental Medan.

2. Development of Instruments

In essence the instrument plays an important role in conducting feasibility analysis of a variable. Because the data obtained from the instrument used will be able to answer the facts that can be from the field. Facts obtained or collected through the instrument will be processed into a data to answer the existing problems and take policy as a strategic step to solve the problem.

In collecting the instrument data used can be an instrument that has been available. However, it is not uncommon today's research using instruments of personal development. This is adapted to the needs analysis of the object under study, so that the development of the instrument can be done.

Instruments are tools used to obtain or collect data in order to solve existing problems. Instruments play an important role in determining a quality or the quality and feasibility of an object. The function of the instrument is to reveal facts into data. According to Arikunto, the data is a depiction of the variables studied and serves as a means of proving hypotheses or allegations over the years. It is true that no suspicion or opinion is the cause of the problem in question.

Instruments have various types. One type of instrument is an observation sheet. The observation sheet is believed to be developed as an instrument in analyzing the feasibility of an object. In this case the development of LOPEG instrument (Teacher Pedagogic Observation Sheet) is considered as a solution to reveal the feasibility of UKG results in SDN Experimental Medan City.

Development of instruments to be conducted can refer to the development according to Iskandar (2008) namely: (1) Identify the variables studied; (2) Describe the variables into dimensions; (3) Looking for indicators of each dimension; (4) Describe the instrument grille; (5) Formulate question items or assertion statements; (6) Instrument filling instructions. The development of this instrument will have to be tested for validity first. The validity test is done to see the validity of the instrument that will be used. Kevalidan an instrument very important role in the development of research instruments before used as a tool for collecting research data. According Sugiyono (2010) there are three types of validity testing instruments namely: (1) Testing the validity of constructs; (2) Testing Content validity; (3) External validity testing. Thus, the development of the instrument to be performed will then refer to the validity testing of the instrument. This is done in order to obtain valid research results.

3. Feasibility Analysis of UKG

The government policy related to Teacher Competency Test known as UKG has many direct and indirect consequences for teachers. Teachers who served as learning managers are required to meet the standards of competence and profesionalimanya. Various ways to do the government to realize the expected standard of competence. Among the ways that the government in realizing the competency standards in question through the Teacher Competency Test (UKG).

According Mulyasa (2013), considering the quality of teachers, need to do a system, testing of teacher competence in line with policy. The Teacher Competency Test is a follow up of the teacher certification program, which originally used the portfolio. The main reason UKG is implemented to monitor the professional functioning of teachers because every profession. Because every profession demands to have the ability to make the right decisions and policies.

The Teacher Competency Test is required to obtain teachers who can work professionally based on adequate competence as mandated by the law on the national education system. UKG is implemented not only to test the particular skills that teachers need to have, but more than that, to develop and demonstrate the full competence that includes the incorporation and application of a collaborative skill, attitude and knowledge.

Teachers Competency Test aims to obtain information about the picture of teacher competence, especially pedagogic competence according to established standards. Well, the established standard referred to juda can be analyzed and re- evaluated. Is in accordance with the conditions of the needs of teachers in the field in accordance with the development activities and responsibilities of teachers today.

Sufficient administrative demands add to the busy activity of teachers who are not only limited to teaching enough to be a challenge in the world of teachers as educators today. Administrative demands, professional development and scientific prosecuted are also one of the policies undertaken by the government. The policies issued aim for teacher competence. but it needs to be reviewed and re- analyzed whether the policies made have a positive and effective impact if adapted to the needs of teachers in the field. Because the conditions that occur instead the opposite.

Administrative demands and other policies even make teachers as educators to become out of focus as educators. As educators who amanahnya to educate today's students busy with administrative demands. So the analysis in the field is often found teachers leave the main tugas as educators in the class become administrative personnel in front of the laptop. So, whether the existing policy to be a solution of teacher competence enough to be an evaluation material that must be analyzed and given a solution.

4. The role of LOPEG to Analyze the Feasibility of UKG Results

In a scientific study, for the data we collect can be valid, then we must determine the right and effective instruments. Creating an instrument is a process in the preparation of evaluation tools. Through the evaluation activities we will get the data analyzed. Analyzing a particular object requires an instrument. Instruments can be developed in accordance with the needs of the object under study so that the data obtained can be used as guidance in taking policies and steps as a targeted solution.

Composing instruments is an important step in a study. So also with the development of instruments performed. In this case LOPEG (Teacher Pedagogic Observation Sheet) acts as an instrument in collecting data to analyze the feasibility of the Teacher Competency Test results.

According to Suryabrata (2008) data collection instrument is a tool used to record in general quantitatively. Meanwhile, according to Hadjar (1996) data collection instruments is a measuring tool used to obtain quantitative information about the variables that are characteristic and objective .. LOPEG instruments developed later expected to enter the category valid.

According to Sudikin (2010) a valid instrument is an instrument capable of measuring what should be measured. Meanwhile, according to Setyosari (2012) valid instrument is divided into two namely valid logical and valid empirical. Where a logical valid will be obtained through a very careful effort so that the logic of the instrument is achieved according to the desired validity. While empirical validity is obtained by experience.

3. Conclusion

Teachers are often blamed for the failure of learning outcomes. Many things are the reasons why. Starting from the low ability of teachers in implementing the process of learning or mastery of knowledge owned by teachers. The government has been trying to do various training, coaching and even teacher proficiency tests known as UKG. However, this has not shown significant results. Where there are some mistakes. Teachers who are considered good at teaching, are liked by students and society have low SME scores. Of course this is far from the conformity with the assumption of students and society over the years. When confirmed with other study subject teachers and school stakeholders the answer is the same. The true teacher is the best teacher in school. However, the results of UKG mention the opposite. The teacher had a low UKG result and was not included in the best-rated teacher category.

Through the existing problems then it is appropriate for education observers to re-evaluate the improvement and development. Analyzing the concrete conditions that have occurred so far. This certainly needs an answer. Starting from a feasibility level or a matter of UKG that may not be in accordance with the condition of teachers or the condition of teachers who have not adjusted to the capacity of the question of UKG as standardization given by the government so far.

To answer the above problems then the authors feel it is time for education need a re-review of the policies that are underway. One of the solutions considered by today's authors is through the development of LOPEG (Teacher Pedagogical Observation Sheet) to analyze the feasibility of UKG results. The idea will be implemented and tested in Medan State Primary School. Hopefully, through LOPEG will capture the feasibility of the results of UKG especially in teachers at SDN Experimental Medan City. This development is done to answer the problems in accordance with the needs analysis of teachers in the field.

References

- Arikunto, S. 2000. *Manajemen Penelitian*. Jakarta: Rineka Cipta
- Hadjar, Ibnu. 1996. *Dasar-dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*. Jakarta: Raja Grafindo Persada.
- Iskandar. 2008. *Metodologi Penelitian Pendidikan dan Sosial (Kuantitatif dan Kualitatif)*. Jakarta: Gaung Persada Press.
- Mulyasa. 2013. *Uji Kompetensi dan Penilaian Kinerja Guru*. Bandung: PT.Remaja Rosda Karya.
- Setyosari, P. 2012. *Metode Penelitian Pendidikan Dalam Pengembangan*. Jakarta: Prenada Media Group.
- Sudikin. 2010. *Manajemen Penelitian Tindakan Kelas*. Jakarta: Insan Cendikia. Sugiyono.
- _____. 2010. *Statistika Untuk Penelitian*. Bandung: Alfabeta.
- Suryabrata, S. 2008. *Metodologi Penelitian*. Jakarta: Raja Grafindo.