

Development of Primary School Teacher Performance Assessment Instruments Based on Main Duties and Functions

DOI: <https://doi.org/10.47175/rielsj.v5i2.992>

| Juria Sari^{1,*} | Zainuddin² | Syamsul Arif Siregar³ |

^{1,2,3}Department of Education Management, Postgraduate, Universitas Negeri Medan, Medan, Sumatera Utara, Indonesia

*juriasari11@gmail.com



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

ABSTRACT

This research aims to: create a teacher performance assessment instrument based on main tasks and functions; observe how the teacher performance assessment instrument developed can assess teacher performance well; find out the validity of the teacher performance assessment instrument developed according to material experts and design experts; and find out How effective was the teacher performance assessment instrument developed? The research was conducted at the Region II Elementary School (SD) Sei Rampah District, Serdang Bedagai Regency, in January–March 2024, using descriptive data analysis techniques. The development of the training model was carried out using the Thiagarajan Four-D (4-D) development model, which consists of four stages: define, design, develop, and disseminate. Data collection techniques used were interviews, questionnaires, and interviews, which were analyzed descriptively. Research subjects are expert validators, supervisors, school principals, and teachers. The research product is a teacher performance assessment instrument based on the main tasks and functions. The results of the material expert assessment show that in the very good category, the average percentage is 87.50% (very good), design experts are at 90.50% (very good), principal respondents are at 88.50% (very good), and teacher respondents are at 87.44% (very good). Furthermore, teacher performance assessment instruments based on main tasks and functions can be used in implementing teacher performance assessments.

KEYWORDS

assessment instrument; teacher performance; main duties and functions

INTRODUCTION

The low quality of education in Indonesia is one of the government's main concerns. One factor that influences the quality of education is the quality of teachers. The way teachers teach can be influenced by their perspective on learning material. Teachers who feel comfortable with the topic will be more motivated to provide effective and interesting teaching for students (Margot and Kettler, 2019). Using effective non-verbal communication skills can have a positive impact on students' mood and their academic achievement (Bambaeeroo and Shokrpour, 2017). Quality teachers can have a positive influence on the learning process and student learning outcomes. Therefore, improving teacher quality needs to be a priority in efforts to improve the quality of education in Indonesia.

Teachers have the most important influence on student progress and are key in the education system, although they still have problems related to the low quality of teaching,

the quality of education, and teaching practices. One factor in not resolving this problem is the lack of a proper monitoring system and effective supervision of teacher performance. According to Habibah et al. (2023), quality control is one of the most important things in the administrative framework. It has important components for school success and failure.

Teacher performance evaluation is a procedure providing a safe and supportive opportunity for individuals to engage in critical reflection to raise concerns, explore problems, and find new ways to handle situations and themselves. Supervisory skills in school management will reduce to monitoring system defects and then properly replacing them with new ones based on intelligent dispositions for the development of staff that they under the school system to a higher place to emulate. Based on this, the teaching profession must carry out continuous improvement and development in every era. Apart from that, so that the main functions and duties of teachers can be carried out following the established rules, there must be something called teacher performance assessment that provides a guarantee that the learning method has quality at the educational level.

Teacher performance is one of the factors that measures school success. According to Ismawantini et al. (2019), teacher performance is the result of work achieved by teachers in educational institutions in accordance with their duties and responsibilities to achieve educational goals. Performance is achievement, work results, or performance. The teacher's performance in question is the result of the teacher's work, which is reflected in planning, implementing, and assessing the process of teaching and learning activities whose intensity is based on the work ethic and professional discipline of the teacher in the learning process. The work results shown must also be high.

The role of monitoring teacher quality is very important to have better communication, not just monitoring and providing different access and resources in implementing regulations, guidelines, and programs, which is one of the instruments used in assessing teacher performance. According to the research results of Mayasari et al. (2014), the main duties and functions of elementary school teachers are different from those of teachers at other levels. This explains why elementary school teachers, especially class teachers, have a more complex role compared to teachers at other levels of education. Elementary school teachers have an obligation to guide students. The complexity of the teacher's duties means that instruments are needed that can be used to assess performance in accordance with the main duties and functions of the teacher.

Regulations detailing the main duties and functions of teachers are contained in Minister of Education and Culture Regulation Number 15 of 2018. This regulation describes the duties and functions of a teacher specifically and in detail, so that it can be used as a source for developing teacher performance assessment instruments based on the main duties and functions. Implementation of the workload for 37.5 hours of effective work for teachers includes the following main activities: (1) planning learning or mentoring, (2) carrying out learning or mentoring, (3) assessing the results of learning or mentoring; (4) guiding and training students; and (5) carrying out additional tasks attached to the implementation of main activities in accordance with the teacher's workload.

Development of teacher performance assessment instruments regularly and continuously. In general, performance measures can be seen in five things, namely: quality of work, promptness, initiative, capability, and communication (Mayasari, 2017). In such a context, if teacher performance can be assessed with a reliable teacher performance assessment instrument, then the instrument will not only require improvements in the quality of learning services but will also equip the teachers themselves with several complementary abilities. These abilities include: quality of work results; discipline in completing work on time; developing initiative or initiative in completing work; and the

ability to complete work, as well as the ability to foster cooperation with other parties. Based on the above, the author is interested in developing existing instruments to be more focused on the main tasks and functions of teachers.

Teacher Performance

Darmadi (2018) defines teacher performance as the ability demonstrated by teachers in carrying out their duties or work. Performance is said to be good and satisfactory if the goals achieved are in accordance with the standards that have been set. According to Purwanto et al. (2020) teacher performance can be interpreted as the level of teacher success in carrying out their duties and education in accordance with their responsibilities and authority based on performance standards that have been set during a certain period within the framework of achieving educational goals.

According to Darmadi (2018), there are aspects that are assessed in teacher performance, including: (1) ability to plan and prepare for teaching; (2) mastery of the material to be taught to students; (3) mastery of teaching methods and strategies; (4) giving assignments to students; (4) ability to manage the class; and (5) ability to carry out assessments and evaluations.

According to Supardi (2020), teacher performance is the ability that a teacher has to carry out duties in a madrasa and be responsible for the students he or she guides to improve student learning achievement. It is also emphasized that "performance is the result of work achieved by someone in order to achieve the goals they want to achieve" (Priansa, 2018: 79). In agreement with Mamidted and Maulana (2023), teacher performance is the result of the teacher's work in carrying out his duties and obligations as a teacher to plan, implement, assess, and follow up on learning. Performance, according to Sulistyorini (in Ratnasari et al. 2021), is the level of success of a person or group of people in carrying out their duties and responsibilities and their ability to achieve the goals and standards that have been set.

The main duties and functions of teachers

Teachers have many duties, both those bound by the service and those outside the service in the form of service. When grouped, there are three types of teacher duties: duties in the professional field, humanitarian duties, and duties in the social sector. The three teacher tasks must be carried out together in a harmonious and dynamic unity of action (Usman, 2018). Teachers are one of the educational components that play the most role in improving the quality of education. The role of the teacher is key to the functioning of a school. Teachers are one of the educational components that play the most role in improving the quality of education.

The main duties and functions of teachers are quite complex, exceeding the complexity of the main duties and functions of other managers. Teachers must be able to act as educators, managers, administrators, supervisors, leaders, reformers, and mobilizers. According to Handriyani and Syaefudin (2018), there are six duties and responsibilities of teachers in developing their profession, namely: (1) teachers as teachers; (2) teachers as guides; (3) teachers as class administrators; (4) teachers as curriculum developers; (5) teachers are tasked with developing the profession; and (6) teachers are tasked with fostering relationships with the community.

The main duties and functions of teachers include creating teaching programs such as (syllabus, learning implementation plan (RPP), annual program and semester program), analyzing lesson material, making student worksheets (LKS), making daily programs, carrying out learning activities, carrying out assessment activities, whether daily, mid-

semester or end-of-semester tests, carrying out test analysis or remedial or enrichment programs, filling in student score lists and filling out report cards, carrying out class guidance or counseling, carrying out teacher guidance activities, making teaching aids or teaching aids, take part in curriculum development and socialization activities, carry out certain tasks at school, make notes about student progress, examine student attendance lists before the learning process takes place, organize the cleanliness of the classroom and surroundings, collect credit points and calculate them for promotion, develop an attitude of respect for art, participating in curriculum activities, as well as conducting classroom action research.

The main duties and functions of teachers, as stated in Law No. 14 of 2005 concerning teachers and lecturers, Article 35, Paragraph 1, state that the teacher's workload includes the main activities, namely planning learning, implementing learning, assessing learning outcomes, guiding and training students, and carrying out additional tasks. The explanation of the main duties and functions of teachers as stated in Law No. 14 of 2005 concerning teachers and lecturers, Article 35, Paragraph 1, namely: (1) Making teaching equipment good and complete (teaching programs and teaching materials); (2) Carrying out learning activities; (3) Carrying out learning process assessment activities, daily tests, general tests, and final exams; (4) Carrying out analysis of daily and semester test results; (5) Developing and implementing improvement and enrichment programs; (6) Fill in the student's score list; (7) Make props; (8) Participate in curriculum development and socialization activities; (9) Carry out certain tasks at school. Carrying out learning program development; (10) Make notes about the progress of students' learning outcomes; and (11) Fill in and examine the attendance list before starting the lesson. Participate in all official activities.

Analysis of Teacher Performance Assessment Instruments

Based on the 2010 PKG guidebook, the process of implementing teacher performance assessments is only carried out on one learning activity and cannot be said to represent teachers' duties in general. Apart from that, the stages of the teacher performance assessment procedure also require a fairly complex process, which means that assessors only carry out it a few times a year. This can be seen in the recap of the PKG results collection, where each school only carries out teacher performance assessments a maximum of twice a year.

The data obtained relates to the assessment of teacher performance through the teacher performance assessment instrument currently used based on teacher competence, which includes professional, pedagogical, personality, and social competence. This means that teacher performance assessment is still limited to assessing the teacher's ability to master the competencies that must be mastered, not the main tasks and functions of the teacher. Even the government program for mapping teachers in Indonesia using teacher competency tests only measures professional and pedagogical competence. This shows that the assessment of teacher performance has not looked at the accomplishment of their duties and functions.

Mardapi (2012) explains that the important assessment principles are accuracy, economy, and encouraging the quality of learning. Accurate means the assessment results contain as little error as possible, and economical means the assessment system is easy to implement and cheap. Assessment of the implementation of the main tasks and functions of teachers using a simpler assessment will make it easier for assessors to carry out assessments more effectively with continuous monitoring.

The Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 explains that PKG is an assessment of each item of a teacher's main task activities in the context of career development, rank, and position. This means that PKG is very important for the future of teachers themselves.

Based on the analysis of existing teacher performance assessment instruments, it can be seen that there are several shortcomings in the instrument, including: (1) the assessment instrument only focuses on assessing teacher competence, namely pedagogical, professional, spiritual, and social competence; and (2) teacher performance assessments in entering the Learning Era 4.0 are not visible.

The grid of teacher performance assessment instruments will be developed in accordance with the main duties and functions of teachers as stated in Law No. 15 of 2018 concerning fulfilling the workload of teachers, school principals, and school supervisors (Article 1, Paragraph 1 in Table 1), as follows:

Table 1. Grid of components of the Teacher Performance Assessment Instrument Based on Teacher Duties and Functions

No	Main Duties and Functions of Teachers	How to Assess
1.	Components of Teacher Duties in Teaching	
	Create a teaching program plan that is integrated with technology	Observation and monitoring
	Implementing learning programs using interactive learning media and integrated with Observation and Monitoring technology	Observation and monitoring
	Carry out follow-up learning programs in accordance with current developments	Observation and monitoring
2.	Components of Teachers' Duties in Educating	
	Developing students' potential with a scientific approach integrated with technology	Observation and monitoring
	Developing students' personalities in accordance with current developments	Observation and monitoring
	Carry out adjustments in educational implementation to the technological era	Observation and monitoring
3.	Components of Teacher Duties in Training and Directing	
	Provides learning motivation	Observation and monitoring
	Providing guidance in learning both directly and electronically	Observation and monitoring
	Get used to positive behavior	Observation and monitoring
4.	Components of the Teacher's Duties in Guiding	
	Create a Guidance Program Plan that is integrated with technology	Observation and monitoring
	Implement offline and online guidance programs	Observation and monitoring
	Carry out follow-up guidance programs offline and online	Observation and monitoring
5.	Components of Teacher Duties in Assessing and Evaluating	
	Develop an Evaluation Plan	Observation and monitoring
	Implementing and Utilizing Evaluation Results	Observation and monitoring

(Source: UU No. 15 tahun 2018 pasal 1 Ayat 1)

The formulation of the research problem is as follows: (1) Creating an instrument for evaluating teacher performance based on main tasks and functions?; (2) How can the teacher performance assessment instrument that has been developed assess teacher

performance well?; (3) What is the validity of the teacher performance assessment instrument developed according to material experts and design experts?; (4) How effective is the teacher performance assessment instrument developed?

RESEARCH METHODS

This research is development research using the Four-D (4-D) device development model developed by Thiagarajan (Trianto, 2010). The Four-D model is the most generic product development model, and is developed systematically and based on the theoretical basis of the product being developed.

This research was conducted at the Region II Elementary School (SD), Sei Rampah District, Serdang Bedagai Regency. The schools that will be used as research locations are SD Negeri 102041, SD Negeri 102020, and SD Negeri 102019. The research will be carried out in the first semester of the 2023–2024 academic year.

The subjects in this research were two expert validators (design experts and material experts), supervisors, school principals, and teachers. Meanwhile, the object of this research is the teacher performance assessment instrument based on main duties and functions.

Product trial

Product trials are carried out through expert testing and teacher-group testing stages. This is done in order to obtain complete data to see the responses of lecturers and teachers and improve the products being developed.

The subjects of this trial were elementary school teachers in Region II, Sei Rampah District, and Serdang Bedagai Regency. The material and design expert team consists of 1 lecturer who has Masters-level expertise qualifications. As a material expert to study the truth of concepts, theories, and principles in scientific disciplines. Instrument design expertise is carried out by design expert lecturers to assess the correctness of the instrument design, instrument design, and instrument presentation

Data Collection Instruments and Techniques

The Material Expert Questionnaire is filled out by a team of material experts who are intended to provide guidance or suggestions for teacher performance assessment instruments. There are two assessment criteria developed, namely:

1. Regarding the suitability of the content, there are several aspects that will be assessed by the material expert team, namely: (1) suitability of the material description; (2) accuracy of the material; (3) up-to-date material; and (4) encouraging curiosity.
2. In the readability assessment aspect, there are four assessment points, namely: (1) straightforward and communicative language; (2) dialogical and interactive; (3) conformity with Indonesian; and (4) use of terms or icons.

Table 2. Material Expert Validation Instrument Grid

No	Component	Indicator	Number of Items
1	Instrument Validation	Design Instrument	7
		Instrument Materials	7
2	Content Validation	Instrument Material Design	9
		Assessment components	9
3	Instrument Feasibility	Implementation of the assessment sequence	2
		Obstacle	1
4	Effectiveness	Performance	1
	Total Statements		36

The Design Expert Questionnaire is filled out by a team of design experts who are intended to provide criticism or suggestions for teacher performance assessment instruments. There are two aspects of assessment developed, namely:

1. Feasibility of presentation. In presentation technique, there are two aspects that are assessed, namely presentation technique and presentation support.
2. Components of the teacher performance assessment instrument. This component is structured based on the instrument syntax, namely; content, process and context.

Table 3. Design Expert Validation Instrument Grid

No	Component	Indicator	Number of Items
1	Content Design Validation	Instrument development needs	4
		Update	5
2	Validation of Construct Design	Rationale for Assessment Instrument	4
		Instrument Syntax	4
	Total Statements		17

The teacher respondent questionnaire was filled out by the teacher, which was created to see the teacher's response to the product being developed. There are several indicators that the teacher will respond to regarding this teacher performance assessment instrument, namely: appearance of the instrument, mastery of concepts, instrument motivation, and acquisition of information sources.

Research procedure

This activity is divided into three stages, namely: (1) planning stage; (2) implementation; and (3) data analysis.

1. Planning stage: Collecting information from Elementary School Region II, Sei Rampah District, Serdang Bedagai Regency regarding: (1) instruments to be developed; (2) curriculum; (3) the objectives of the teacher performance assessment instrument to be developed; and (4) compiling teacher performance assessment instruments based on the information received.
2. Implementation Stage The steps taken in the implementation stage are as follows: (1) carry out a feasibility test on the product that has been prepared; (2) carry out revisions based on criticism and suggestions provided by a team of material experts and design experts; and (3) carry out a trial with the respondents, namely Elementary School Region II teachers, Sei Rampah District, Serdang Bedagai Regency. (4) Next, the researcher conducted a product effectiveness test to examine differences in teacher instrument results.

Data analysis technique

Data analysis in this research is descriptive, namely explaining a problem, symptoms, or condition as they are rather than testing hypotheses. The data obtained in this research is quantitative data obtained from questionnaire answers filled in by teachers and a team of experts, not testing hypotheses. The data processed is from material validation questionnaires, media validation, and teacher and student response questionnaires. These data are media and material suitability data (Sugiyono, 2015). The scale used is a Likert scale, which aims to measure people's attitudes, opinions, and perceptions. With a Likert scale, the variables to be measured are translated into variable indicators, and these

indicators are then used as a starting point for compiling instrument items in the form of questions.

Table 4. Likert Scale Criteria

Criteria	Score
Very Good	5
Good	4
Good enough	3
Not Good	2
Not Good	1

(Source: Sugiono, 2015)

The data obtained was analyzed quantitatively by calculating the percentage of each indicator, which was then classified and interpreted in the form of qualitative sentences. Then, data in the form of suggestions, responses, and improvements is described qualitatively.

RESULTS AND DISCUSSION

Results

Validation of the teacher performance assessment instrument product is intended to determine the opinion of material experts regarding the components of the teacher performance assessment instrument based on the main tasks, function, and substance of the material (suitability of content, suitability of presentation, and suitability of language). Material expert validation of the development of teacher assessment instruments based on main tasks and functions was carried out by Medan State University lecturers. The results of the assessment sheet from the questionnaire by material experts are presented in Table 5 below.

Table 5. Content Appropriateness Assessment from Material Experts

No	Assessment Components	Number of validator scores	Feasibility Value (%)	Criteria
1	Construct feasibility	4.35	87	Very Eligible
2	Eligibility contents	4.50	90	Very Eligible
3	Implementability	4.45	89	Very Eligible
4	Effectiveness	4.25	85	Very Eligible
	TOTAL	4.35	87.75	Very Eligible

From the results of material expert validation of the teacher performance assessment instrument based on main tasks and functions, it can be concluded that the material for the teacher performance assessment instrument based on main tasks and functions meets the "Very Good" criteria with an average percentage of 87.75. Valid is said if 75 results obtained are between 90 and 100. The validation results for the content feasibility component show a value of 900. In this component, the validator provides several inputs that will be corrected by the researcher, such as correcting the concept map, providing instructions for using the instrument, including research results in the instrument, ensuring that sentences are not ambiguous, and ensuring that the procedure for writing English is correct.

The validation of product design is intended to find out the opinion of design experts regarding the design of the assessment instrument. The validation of design experts for the development of teacher performance assessment instruments based on main tasks and functions was carried out by lecturers at Medan State University. The results of the assessment by design expert questionnaire are presented in Table 6.

Table 6. Feasibility Assessment from Design Experts

No	Assessment Components	Number of validator scores	Feasibility Value (%)	Criteria
1.	Construct design validation	4.55	91	Very Eligible
2.	Content design validation	4.50	90	Very Eligible
	Average	4,525	90,5	Very Eligible

From the results of the design expert's validation of the main task and function-based assessment instruments, it can be concluded that the main task and function-based teacher performance assessment instrument material meets the "Very Good" criteria. Valid is said if the results obtained are between 90 and 100. The validation results for the instrument design show a score of 90.5. In this section, the validator provides several inputs that will be corrected by the researcher, such as adding an attractive back cover to the instrument, the background behind the title not being bright enough, the margins of the instrument being consistent, the spacing for the contents of the instrument, the type of font being different, and errors in writing.

Evaluation of teacher performance assessment instruments based on the main tasks and functions of teachers is carried out to obtain information that will be used to improve the quality of the assessment instruments that will be developed. The results of the teacher assessment can be seen in Table 7 below.

Table 7. Individual Test Results by teachers (Individual Trial)

Individual Assessment	Teachers (3 people)		
	1	2	3
Total Score	4.375	4.25	4.40
% assessment	87.50%	85,00%	88 %
Average % rating	86.83%		
Criteria	Very Eligible		

From the results of individual trials, it can be concluded that the teacher performance assessment instrument based on main tasks and functions meets the "Very Good" criteria with an average percentage of 86.83%.

Assessment of teacher performance assessment instruments based on the main tasks and functions of teachers is carried out to obtain information that will be used to improve the quality of the assessment instruments that will be developed. The components that will be assessed by the teacher are the suitability of both the construct and content, the suitability of the language, and the and the effectiveness and implementation of the assessment instrument. The teacher assessment results can be seen in Table 8 below.

Table 8. Results of Small Group Trials by Teachers

Individual Assessment	Teachers (9 people)								
	1	2	3	4	5	6	7	8	9
Total Score	4.55	4.25	4.3	4.3	4.5	4.2	4.55	4.55	4
% assessment	91	85	87	87	90	85	91	91	80
Average % rating	87.44%								
Criteria	Very Eligible								

From the results of the small group trial, it can be concluded that the teacher performance assessment instrument based on main tasks and functions meets the "very appropriate" criteria with an average percentage of 87.44%.

Discussion

The teacher performance assessment instrument developed by researchers is an assessment instrument that will be used as an additional assessment instrument for assessing teacher performance based on the main tasks and functions, which are arranged in a structured and systematic manner in accordance with educational objectives and in accordance with the needs of school principals in order to achieve the objectives of the performance assessment. This instrument has gone through a validation and revision process. Validity can be interpreted as the degree of accuracy between the data that actually occurs on the object and the data collected by the researcher (Sugiyono, 2015). The teacher performance assessment instrument developed by researchers is said to be valid if it meets two validity concepts, namely the material validation and construct validation aspects.

This teacher performance assessment instrument based on main tasks and functions was prepared in accordance with the guidelines for preparing performance assessment tools in 2017, Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Positions and Credit Scores: (1) foreword, (2) table of contents, (3) body divided into chapters or parts, (4) bibliography. This teacher instrument, based on main tasks and functions, is also prepared based on research steps. This teacher performance assessment instrument based on main tasks and functions can be used as a performance assessment medium that is useful for motivating teachers to increase their knowledge and be able to carry out further research.

The teacher assessment instrument based on main tasks and functions that was developed is a type of instrument that displays performance assessment material with a unique topic and can also display the basic tasks and functions and several other research findings as well as various work procedures in teacher performance activities. The content of the material in this instrument not only describes theory but also contains facts obtained through relevant journal sources, so that the teacher performance guidance instrument developed is expected to improve skills in analyzing and solving problems. The main task- and function-based teacher assessment instruments developed are contextual and interesting because they are not only based on theory and concepts but are also based on real facts that have been proven through the journals that have been read. The results of this research were then translated into a teacher assessment instrument based on the main tasks and functions in the form of a teacher performance assessment instrument. Instruments like this are a form of innovation in improving the quality of learning resources in lectures.

It is hoped that the existence of a teacher performance assessment instrument based on the main tasks and functions can increase teacher motivation and learning achievement. In accordance with research by Primiani (2009), which shows that performance assessment material packaged contextually can improve learning achievement, Assessment instruments based on main tasks and functions can be chosen as a means of developing research results and are flexible (Nuha, 2016). Therefore, the information obtained from the results of the research that has been carried out is expressed in the form of a teacher performance assessment instrument based on the main tasks and functions, with additional relevant literature. The teacher performance assessment instrument based on main tasks and functions has a very good impact on strengthening teachers' understanding of the concepts, which are abstract in text instruments, so that teachers have a more real understanding (Batubara et al., 2023).

The teacher performance assessment instrument based on main tasks and functions was developed by following the steps of the Four D (4-D) model, which consists of 4 stages,

namely the define, design, develop, and disseminate stages. Based on the results of validation by a team of material experts, performance assessment designs, and designs accompanied by the principal's responses and teacher responses, the results showed that the main task- and function-based teacher performance assessment instrument is in the very good category, so it is suitable to be used as an assessment instrument for teachers in the process. performance assessment in educational institutions. The results of the feasibility of this teacher performance assessment instrument can be seen from the results of the assessment and revision by the validation team. The instrument can be declared valid and suitable for use after going through the validation and trial stages (Primiani, 2014).

This is in accordance with research on the development of teacher performance assessment instruments conducted by Prasetiyo and Pertiwi (2017), which obtained average validation assessment results of 90.5% with very valid assessment criteria and 87.5% of media validation assessment results in the valid category. Apart from looking at validation results from experts, researchers also assessed lecturers and teachers to see responses to the instruments developed. The results of the assessment of teacher performance assessment instruments based on main tasks and functions by the school principal showed that they were very good, with an average percentage of 88.50%.

Meanwhile, the assessment according to teachers shows that the teacher performance assessment instrument based on main tasks and functions is good, with an average percentage of 87.44%. So, the results of the validation and assessment above show that the teacher performance assessment instrument based on the main tasks and functions developed is able to assist school principals in achieving the desired teacher performance, especially regarding performance at school. The main steps in the four-D model include stage (1): define, namely: At this stage, an initial diagnosis is carried out to increase the efficiency and effectiveness of performance assessment; and learner analysis.

Referring to Ardhana's (2002) statement that development research is carried out to bridge the gap the gap between researchers and educational practice, Curriculum development and learning processes based on main tasks and functions (research enhanced teaching/learning, RETL), in various models, have developed very well and are believed to be the right choice for current teaching and learning activity patterns.

Along with that, Brew and Jenkin in Batubara et al. (2023) similarly provide a very good picture of the benefits and strategic importance of cultivating strong links between IT and teaching at the higher education level. And the existence of this research-based instrument can help teachers think critically and also gain excellence (Pratama, 2017).

The teacher performance assessment instrument that has been developed certainly has advantages and disadvantages. The advantages of the teacher performance assessment instrument that has been developed are: (1) it is arranged systematically from general to specific (2) The teacher performance assessment instrument is prepared from the results of a complete literature study so that teachers get a description of performance assessment, (3) it is prepared systematically in accordance with the format for writing teacher performance assessment instruments with descriptions of courses, background, materials, examples of main tasks and functions, and exercises: (4) The teacher performance assessment instrument developed was carried out by the author himself, and (6) the teacher performance assessment instrument has been validated for its suitability and quality by four expert validators. The weakness of this main task- and function-based instrument is that this teacher performance assessment instrument only explains teacher performance.

CONCLUSION

Based on the results of the research and discussion that have been described, the conclusion is that:

1. A teacher performance assessment instrument has been obtained, which was developed based on the main tasks and functions. This instrument is suitable for use, according to the assessments of experts and respondents.
2. The feasibility of the teacher performance assessment instrument material based on the main tasks and functions developed as a whole is in the very good category, with an average percentage of 87.50%.
3. The feasibility of the design for the presentation of the teacher performance assessment instrument based on the main tasks and functions developed overall is included in the very good category with an average percentage of 90.50%, so that it is acceptable and suitable for use in the teacher performance assessment process.
4. The principal's assessment questionnaire on the teacher performance assessment instrument based on main tasks and functions is in the very good category with an average percentage of 88.50%.
5. Teacher assessment questionnaires and teacher performance assessment instruments based on main tasks and functions are in the very good category with an average percentage of 87.44%.

REFERENCES

- Ardhana, W. (2002). Konsep penelitian pengembangan dalam bidang pendidikan dan pembelajaran. Malang: Universitas Negeri Malang.
- Bambaeeroo, F. & Shokrpour, N. (2017). "The Impact of the Teachers Non-Verbal Communication on Success in Teaching". *Journal of Advances In Medikal Education & Professionalism*, 5(2), 51-59. https://www.researchgate.net/publication/316233673_The_impact_of_the_teachers'_non-verbal_communication_on_success_in_teaching
- Batubara, R. U., Darwin, D., & Mudjisusatyo, Y. (2023). The Effect of Work Ethics on the Teacher's Performance of State Madrasah Ibtidaiyah in Medan City. *Randwick International of Education and Linguistics Science Journal*, 4(2), 383-387. <https://doi.org/10.47175/rielsj.v4i2.714>
- Darmadi. (2018). *Manajemen Sumber Daya Manusia*. Yogyakarta: CV Budi Utama.
- Habibah, N., Armanto, D., & Fauzi, K. M. A. (2023). Development of Instrument Assessment of Pancasila Student Profile Assisted by Google Form on Material Quadrangle in Grade IV SD Negeri 104607 Sei Rotan . *Randwick International of Education and Linguistics Science Journal*, 4(3), 739-751. <https://doi.org/10.47175/rielsj.v4i3.804>
- Timor, H., Saud, U. S., & Suhardan, D. (2018). Mutu Sekolah; Antara Kepemimpinan Kepala Sekolah Dan Kinerja Guru. *Jurnal Administrasi Pendidikan*, 25(1), 21–30. <https://doi.org/10.17509/jap.v25i1.11568>
- Ismawantini, L. (2019). Kontribusi Supervisi Akademik, Gaya Kepemimpinan Kepala Sekolah, Etos Kerja dan Komitmen Organisasional Terhadap Kinerja Guru SMP Negeri 3 Banjar. *Jurnal Administrasi Pendidikan Indonesia*, 10(2). https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_ap/article/view/2794
- Mardapi Djemari. (2012). *Pengukuran Penilaian & Evaluasi Pendidikan*. Yogyakarta: Nuha Medika.

- Margot, K. C., & Kettler, T. (2019). Teachers' perception of STEM integration and education: a systematic literature review. *International Journal of STEM Education*, 6(1). <https://doi.org/10.1186/s40594-018-0151-2>
- Mamidted, A. D., & Maulana, S. S. (2023). The Teaching Performance of the Teachers in Online Classes: A Sentiment Analysis of the Students in a State University in the Philippines. *Randwick International of Education and Linguistics Science Journal*, 4(1), 86-95. <https://doi.org/10.47175/rielsj.v4i1.639>
- Mayasari, H. (2017). Pengaruh motivasi dan kualitas pelayanan terhadap keputusan menabung di bank sinarmas syariah Padang, *Jurnal Manajemen dan Kewirausahaan*, 8(2). <https://ojs.unitas-pdg.ac.id/index.php/manajemen/article/view/52>
- Nuha, U. (2016). *Ragam Metodologi & Media Pembelajaran Bahasa Arab*. Yogyakarta: DIVA Press.
- Prasetyo, N. A., & Perwiraningtyas, P. (2017). Pengembangan Buku Ajar Berbasis Lingkungan Hidup pada Matakuliah Biologi di Universitas Tribhuwana Tungadewi. *Jurnal Pendidikan Biologi Indonesia*. 3(1), 19-27. https://www.researchgate.net/publication/318658322_The_Development_of_Environment_based_Textbook_in_Biology_Course_at_Tribhuwana_Tungadewi_University
- Pratama, R. (2017). *Pengaruh Gaya Kepemimpinan, Motivasi Dan Disiplin Kerja Terhadap Kinerja Karyawan Kantor Dinastransos Boyolali*. Surakarta: Universitas Muhammadiyah Surakarta.
- Priansa, D. J. (2018). *Perencanaan & Pengembangan SDM*. Bandung. Alfabeta.
- Primiani, C. A. (2014). Pengembangan Buku Ajar Berbasis Penelitian Bahan Alam Lokal sebagai Estrogenik pada Mata Kuliah Fisiologi Hewan. *Prosiding Mathematics and Sciences Forum* 2014. 1(1), 407-410. http://pics.unipma.ac.id/content/download/B009_26_02_2020_04_53_1727.%20PROSIDING%20MASIF.pdf
- Purwanto, A., et al., (2020). Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar. *EduPsyCouns Journal*, 2 (1). 1-12. <https://ummaspul.e-journal.id/Edupsyscouns/article/view/397>
- Ratnasari, S. L. et al. (2020). Kecerdasan Intelektual, Kecerdasan Emosional, Kecerdasan Spiritual, dan Kecerdasan Linguistik Terhadap Kinerja Karyawan. *Journal of Applied Business Administration*. Vol.- September 2020. pp. 98-107. <https://jurnal.polibatam.ac.id/index.php/JABA/article/view/1981>
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : ALFABETA.
- Supardi. (2020). *Landasan Pengembangan Bahan Ajar*. Mataram: Sanabil.
- Trianto. (2010). *Mendesain Model Pembelajaran Inovatif-Progresif: Konsep, Landasan, dan Implementasinya Pada Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Kencana Prenada Media Group.
- Usman. (2018). *Metodologi Penelitian Sosial*. Jakarta: Bumi Aksara