

SELF ASSESSMENT OF FKIP UNIVET BANTARA LECTURER

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Abstract: *The purpose of this research is to find out Self assessment of FKIP Lecturer, Universitas Veteran Bangun Nusantara The method used in this research is a survey. Survey data is collected using a questionnaire. The population is aimed at lecturers in 11 study programs and PPG in the FKIP Univet Bantara Sukoharjo as many as 89 lecturers. The research samples consisted of 46 lecturers who are spreaded from 11 FKIP and PPG study programs. The sampling technique in self-assessment is cluster sampling. The measurement of the self-assessment survey for lecturers in the 2021/2022 academic year uses the Likert scale. Analysis of research data uses scale criteria based on Permendikbud No. 81 A of 2013. The results obtained from this survey research are self-assessment of lecturers in charge of courses in the FKIP Univet Bantara environment in the Good category with a percentage above 80%. This self-assessment builds lecturers' knowledge in planning and monitoring developments in terms of strengths and weaknesses, both between lecturers and students in achieving learning objectives.*

Keywords: *Self assessment, course, study program*

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui self assessment dari dosen FKIP Universitas Veteran Bangun Nusantara. Metode yang digunakan dalam penelitian ini adalah metode survei. Pengumpulan data survey menggunakan kuesioner. Populasi ditujukan pada dosen yang ada di 11 program studi dan PPG di lingkungan FKIP Univet Bantara Sukoharjo sejumlah 89 dosen. Sampel penelitian sejumlah 46 dosen yang tersebar dari 11 program studi FKIP dan PPG. Teknik pengambilan sampel dalam self assessment yaitu cluster sampling. Pengukuran survey self assesment dosen pengampu mata kuliah tahun akademik 2021/2022 menggunakan skala likert. Analisis data penelitian memakai kriteria skala berdasarkan Permendikbud No.81 A Tahun 2013. Hasil yang diperoleh dari penelitian survey ini yaitu self assesment dosen pengampu mata kuliah di lingkungan FKIP Univet Bantara dalam kategori Baik dengan persentase di atas 80%. Self assessment ini membangun pengetahuan dosen dalam merencanakan dan memantau perkembangan secara kelebihan maupun kekurangan kemampuan, baik antara dosen maupun mahasiswa dalam mencapai tujuan pembelajaran.*

Kata Kunci: *penilaian diri, mata kuliah, program studi*

INTRODUCTION

The lecture process in the classroom requires sustainability starting from the planning of learning activities, the learning

activities themselves and evaluation activities. One aspect that must be included in the planning is the purpose of teaching as the expected target of the teaching and

learning process, as well as how the objectives and the teaching and learning process can be achieved effectively. Then based on the plans and objectives that have been set, learning activities are carried out. To see learning activities, lecturers conduct assessments and can provide feedback to students by conducting self-assessments.

According to Zulharman (Devianto et al., 2014) this method can be used to help students develop the ability to cooperate, criticize the learning processes and outcomes of others (formative assessment), receive feedback or criticism from others, provide students with a deep understanding of the criteria used to assess processes and outcomes. study and for summative assessment

Self-assessment is a process where educators, like lecturers, have the responsibility to assess themselves so that they can find out their own shortcomings and are motivated to increase their enthusiasm for learning. (Devianto et al., 2014; Lestari et al., 2020). Self-assessment is carried out based on clear criteria and in an objective manner. Self-assessment is a key factor in being objectively authentic on students' own achievement and learning outcomes (Desi Indriyani, Yanti Fitria, 2019).

Also emphasized by Oyata (2015); Rachmawati et al., (2021); Wahyuningsih et al., (2016) that self-assessment can be used to assist students in developing the ability to assess and criticize the process and results of achieving learning objectives, helping students determine criteria for assessing learning outcomes, and as a necessary condition in a learning process to decide the achievement of competency indicators (Learning Outcomes).

As a requirement for determining learning success, this statement is also in line with Suwandi's opinion that self-assessment is part of an assessment technique in which

students are asked to assess themselves related to the status, process and level of achievement of the competencies they have learned in certain subjects (Devianto et al., 2014). At the tertiary level, course achievement is strongly influenced by the presence and role of a lecturer.

In accordance with the main task of lecturers as educators and lecturers, the targets for evaluating lecturers' performance are: (Nadeak, 2020) include: (1). Preparation or learning planning carried out by lecturers, such as: preparation and development of RPS, Syllabus, and Lecture Handouts. (2). Implementation of learning, including the ability to deliver subject matter, mastery of the material, use of educational aids, class management, giving lecture assignments, and using learning methods. (3) Evaluation of learning outcomes includes: determining the type of evaluation tool or type used, the suitability of the use of this type of evaluation with the learning objectives, and the relevance of the questions to the lecture material presented by students. (4). The ability of lecturers to establish or interact with students, motivate students, and help students who have problems in learning.

The main task of lecturers who evaluate their performance in learning can be done regularly and periodically. The results can be used to identify existing problems and become a consideration for decision making in improving a process. The results obtained are to raise the awareness of all relevant parties, to carry out supervision in implementing a good quality assurance system, so that the quality of education services is continuously improved.

On going assessment is also carried out by the Faculty of Teacher Training and Education (FKIP) Universitas Veteran Bangun Nusantara. In this case, the FKIP has 11 study programs and 1 Teacher Professional Education (PPG) study

program. A number of these study programs regularly hold self-assessment reports for lecturers who teach courses every year. This self-assessment aims to find out feedback from self-ability, self-deficiency, self-motivation to be more disciplined, active, and encouragement to better prepare themselves to develop competence. Self-assessment allows lecturers to get very clear information on assessment aspects and assessment criteria, so that they can be used as a benchmark for self-ability. Moreover, Haryanto (2020); Wolfman (2013) describe that this self-assessment assessment encourages lecturers as reflection material in the learning process from planning, implementing learning to learning evaluation.

Therefore, the purpose of this study was to find out Self assessment of FKIP Lecturer, Universitas Veteran Bangun Nusantara. The benefits of research that can be obtained in this self-assessment include: (1) Materials for continuous improvement for units related to the implementation of the learning process for a better one in the next semester. (2) Self-assessment can help lecturers determine the criteria that must be used to assess work results and apply this objectively to work results to facilitate the ongoing lecture process. (3) Self-assessment becomes their facility in receiving beneficial feedback between the synergy between lecturers and students as a determining factor for success in learning.

METHODS

Type of Research

The method used in the self-assessment of lecturers in charge of the 2021/2022 academic year is the survey method. Definitely the survey method is research by collecting information from respondents using an instrument in the form of a questionnaire. This questionnaire is compiled from a list of compiled questions.

The design of the questionnaire consists of the relationship between variables in the study to find research answers and in accordance with the formulation of the problem and research objectives.

Therefore, the data collection tool was carried out using a questionnaire. The questionnaire is a list of questions from researchers to obtain information on field data related to the research variables studied. The form of the questionnaire in this study is closed, meaning that the questions that have been prepared and made do not provide answers with several alternatives or only one answer to the respondent.

Population and Sample

The population in this self-assessment is aimed at lecturers in 11 study programs and PPG in the FKIP Univet Bantara Sukoharjo as many as 89 lecturers. The sample in this self-assessment was 46 lecturers spread from 11 FKIP and PPG study programs. The 11 FKIP study programs include S1 Elementary School Teacher Education, S1 Guidance and Counseling Education, S1 Education Technology, S1 History Education, S1 Geography Education, S1 Pancasila and Citizenship Education, S1 Mathematics Education, S1 Biology Education, S1 Regional Language and Literature Education, S1 Indonesian Language and Literature Education, S1 English Education and Teacher Professional Education.

Samples in this self-assessment were taken in the form of cluster sampling, namely group samples. In this case the respondents were taken from representatives of lecturers in each study program. A total of 46 lecturers with a distribution of 15 male gender categories, while 31 female lecturers. The following is the distribution of the self-assessment survey data for lecturers in the 2021/2022 academic year.

Data Analysis

Measurement of the self-assessment survey of lecturers in the 2021/2022 academic year using the Likert scale. The measurement scale used is a scale of 1 to 4. The number "1" indicates dissatisfied, "2" indicates quite satisfied, the number "3" indicates satisfied, and the number "4" indicates very satisfied.

The analysis in the self-assessment of the lecturer in this course uses data calculations, in the form of:

$$\text{Max. Score} = \text{Number of Indicators} \times 4$$

$$\text{Final Score} = \frac{\text{Total Acquisition Score} \times 4}{\text{Maximum Score}}$$

The assessment category from the self-assessment survey of lecturers for the 2021/2022 academic year is taken based on Permendikbud No. 81 A of 2013, with the following criteria:

- a) Very Good: If you get a Final Score of 3.33 < Final Score of 4.00.
- b) Good: If you get a Final Score of 2.33 < Final Score of 3.33.
- c) Enough: If you get a Final Score of 1.33 < Final Score of 2.33.
- d) Less: If you get a Final Score of 1.33.

FINDINGS AND DISCUSSION

Result

The measurement guideline by FKIP Veteran Bangun Nusantara University can be used as an evaluation material for study programs in implementing the curriculum used. The 17 indicators that have been

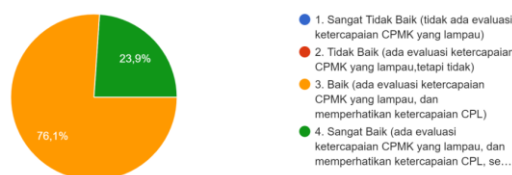
described in this survey report include: CPL Achievement, Completeness of RPS, Suitability of Learning Resources, Completeness of Learning Facilities in accordance with SCL, Learning Infrastructure Facilities in the Implementation of SCL, Suitability of Study Programs, Suitability of Lecturer Loads based on SN DIKTI, Ability Beginning of Prerequisite Courses, Appropriateness of Number of Students, Appropriateness of Learning Time, Appropriateness of Learning Methods with Course Characteristics, Variation of Learning Methods in Fulfillment of CPL, Appropriateness of Assessment Techniques in Sub-Achievements of Course Learning, Appropriateness of Assessment Process Instruments, Documentation of Processes and Lecture Assessment Results, Documentation of Assessment Procedures, Suitability of Evaluation Implementation.

Achievement of CPL

Higher Education Institutions are required to produce graduates who have competencies in accordance with the learning outcomes that have been determined at the beginning. For this reason, it is important for educational institutions to ensure whether their graduates have competencies according to learning outcomes.

The results of the survey related to the accuracy of determining the achievement of CPL, the following data were obtained.

Ketepatan penetapan Target SAR – sesuai dengan ketercapaian CPL
46 jawaban



Picture 1. survey related to the accuracy of determining the achievement of CPL

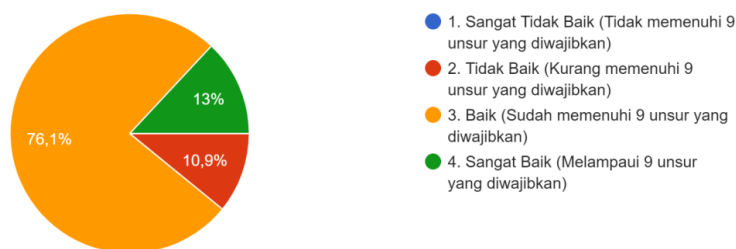
The data above shows that the achievement of CPL is in the good category with a percentage of 76.1%. Meanwhile, 23.9% were in the Very Good category.

Completeness of RPS

Other terms referred to include Semester Learning Activity Program Plans

(RPKPS), Lecture Guidelines, or Lecture Contracts. In this study, the term used is RPS in accordance with Permenristekdikti No. 44 of 2015. The survey data regarding the completeness of the RPS according to the SN DIKTI is presented in the diagram below.

Kelengkapan unsur di dalam Rencana Pembelajaran Semester (RPS) sesuai dengan SNDikti (link SN Dikti pasal 12 ayat 3)
46 jawaban



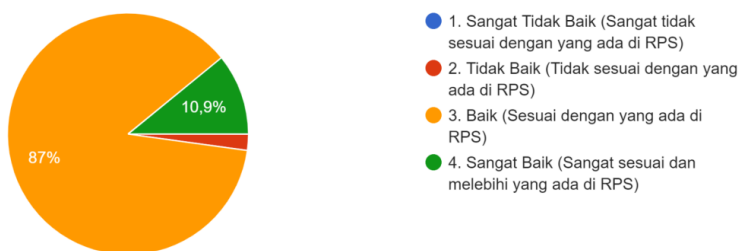
Picture 2. The survey data regarding the completeness of the RPS according to the SN DIKTI

The graph above indicates that the Good category is dominated by 76.1%, the Bad RPS category is 10.9% and the RPS Very Good category is 13%.

Suitability of Learning Resources

The learning resources used are expected to be in accordance with the RPS. The survey data shows the following distribution of data.

Kesesuaian sumber belajar dengan yang tertulis didalam RPS, dalam bentuk: teksbook, modul ajar, diktat, dll.
46 jawaban



Picture 3. Learning resources used are expected to be in accordance with the RPS

Graphic data explains the existence of 87% Good category in the suitability of the use of learning resources that are adjusted to the RPS. In addition, 10.9% is in the Very Good category.

Learning Infrastructure Facilities in the Implementation of SCL

Fulfillment of graduate learning outcomes in accordance with the vision and mission of Univet Bantara requires Learning Infrastructure Standards which will be a

guide for faculties and study programs in implementing quality assurance of learning facilities that support the needs of the student learning process to meet graduate learning outcomes. The survey data reveals the need for completeness of learning infrastructure, explaining that a total of 71.7% said it was good, while 15.2% said it was very good and 10.9% said it was not good.

Conformity of Lecturer Load based on SN DIKTI

The suitability of the lecturer load in learning based on SD Dikti is part of the stability of the quality of education and learning. It is stated that the diagram data above is 82.6% interpreting Good and 10.9% interpreting Very Good.

Suitability of Learning Time

The following is the learning time data that is adjusted to the weight of the course credits, namely. The results obtained were 73.9% showing the Good category in terms of the suitability of student learning time with the credit weight of the courses taken and 23.9% showing the Very Good category.

Variations in Learning Methods in Fulfilling CPL

Fulfillment of CPL is supported by selecting and creating innovative learning methods during class lectures. The data shows the distribution of the variation of the learning method is as follows. The CPL fulfilled in the variety of learning methods in the Good level is 84.8% and as much as 13% in the Very Good level.

Appropriateness of Assessment Techniques in Sub-Course Learning Outcomes.

Data on the suitability of assessment techniques in the learning outcomes of subjects can be seen in the diagram below.

The suitability of the assessment technique in the learning outcomes of subjects in the Good level is 84.8% and as much as 13% is at the Very Good level.

Documentation of Lecture Assessment Process and Results

The importance of the assessment rubric is to measure the level of student competence. So that the lecturer will provide an assessment to students with clear guidelines. Apart from being an archive, lecturers can use it as a self-evaluation material at any time for lecturers when they appear teaching. The completeness of documentation when lecturers teach from the survey results obtained that there is a Good category of 73, 9% and a Very Good category of 23.9%. The following is a display of the survey data.

Appropriateness of Evaluation Implementation

Obtained a recapitulation rate of 80.4% in the Good level and 19.4% in the Very Good level. The recapitulation is presented in the data distribution diagram below.

Discussion

Achievement of CPL

Permenristek Dikti No. 44/2015 concerning National Higher Education Standards (SN-Dikti), states that graduate competency standards are qualifications of graduates' abilities that include attitudes, knowledge, and skills. These competencies are manifested in the form of Graduate Learning Outcomes (CPL). The CPL imposed on the course needs to be analyzed so that it can be implemented in learning, so that students will be able to show the performance of learning outcomes in accordance with the CPL (Ristekdikti, 2016; UAD, 2016; UMJ, 2016). Related to this, through this Graduate Learning Outcomes

Survey document, FKIP Universitas Veteran Bangun Nusantara makes guidelines that are used to measure the suitability of graduates' competencies with the established CPL. It is hoped that with this measurement guide the existing results can be used as evaluation material for study programs in implementing the curriculum used.

Completeness of RPS

Semester Learning Plan (RPS) is a learning process planning that is prepared for each course in one semester which is determined and developed by the lecturer independently or together in a group of expertise in a field of science and/or technology in a study program. (Pontianak, 2018; Tangjungpura, 2019). The learning process planning is prepared for each subject and presented in RPS or other terms that are determined and developed by the lecturers independently or together in a group of expertise in a field of science and/or technology in the study program.

Suitability of Learning Resources

Learning outcomes in its implementation also require a needs analysis of learning resources, tools, and materials to be used. It aims for relevance in the delivery of learning materials. Learning resources that can be realized are (a) reference books or references in the form of textbooks, journals, research reports or other teaching materials/modules; (b) tools and materials are equipment and materials used to teach students so that the planned CP, indicators, and learning experiences can be successfully achieved (Depdiknas, 2008; Supriadi, 2017).

Learning Infrastructure Facilities in the Implementation of SCL

Student-centered learning not only emphasizes learning outcomes, but also the learning process in shaping students' abilities. The learning process in the

formation of student competencies also requires lecturer creativity in determining strategies to fulfill the expected learning outcomes (Ibrahim, M, 2006; Kemendiknas, 2007). One of them is supported by learning facilities. Standards for learning facilities are criteria that must be met in relation to the provision, use, maintenance and development of learning infrastructure in the FKIP Univet Bantara environment that is tailored to the needs, content, and learning process. Jannah & Sontani (2018); Turahman (2016); Yudi (2012) argues that learning infrastructure includes all the equipment and furniture needed as a complement to the infrastructure (building/room) in carrying out its functions to improve the quality and relevance of the learning process.

Conformity of Lecturer Load based on SN DIKTI

The process of determining the teaching load of lecturers is in accordance with the provisions and the courses taught are in accordance with the expertise and/interests of the lecturers so that the learning process will be able to run effectively. Determination of the teaching load of lecturers and the courses they teach as the initial part of the learning process at Univet Bantara. Determining the workload of a lecturer who performs his duties on a full-time basis can be used to control the quality of education.

Lecturer Workload (BKD) as a description and framework of the lecturer's credit card load carrying out the Tri Dharma in the next semester. The main elements consist of education and teaching, research and community service. This lecturer's workload is reported periodically to find out a description of the real performance of the lecturer in implementing the Tri Dharma. Contained in Kemendikbud (2021); UnivJember (2018) that the calculation is

based on the credits of the last one semester that has been undertaken, where the limit of the credit range is at least equivalent to 12 (twelve) credits and a maximum of 16 (sixteen) credits in each semester in accordance with the academic qualifications. In this case, the number of credits reported is the maximum value while the final value is determined by the assessor.

Suitability of Learning Time

The credit weight of each course is determined based on the CPL charged to the course, which is formulated more specifically into CPMK and Sub-CPMK, as well as student learning experiences through forms, methods and learning assessments for 16 weeks of learning. Each course with a credit weight is included in the curriculum structure consisting of a certain number of semesters depending on the level of the study program.

Courses in the curriculum structure with credit weights are an important part of the study program curriculum document. As expressed by DirjenDikti (2018); Wahyuni (2019) the amount of credit weight of a course is interpreted as the time needed by students to be able to have the abilities formulated in a course. In the form of learning, it is bound by the provisions of the estimation of student learning time which is then expressed by the weight of credits.

Variations in Learning Methods in Fulfilling CPL

The role of lecturers in mastering various teaching methods according to conditions and situations, student characteristics and course characteristics revealed by Civil Engineering and Planning Study Program Universitas Trisakti (2020); UMS (2019); UMSIDA (2020); Zamrodah (2020) stated that the function of the lecturer is a facilitator, motivator and inspiration so that students are active. Lecturers must also

be creative and responsive to learning situations. Most of the opinions and suggestions of the lecturers when examined closely reflect the role of the teacher in implementing competency-based curriculum and learning principles.

The implementation of the learning process takes place in the form of interactions between lecturers and lecturers, and learning resources in certain learning environments, carried out according to RPS or other terms, carried out systematically and structured through various courses and measurable learning loads (Cenderawasih, 2019; Cilacap, 2021). In addition, it is mandatory to use effective learning methods in accordance with the characteristics of the courses to achieve certain abilities specified in the courses in the series of fulfillment of Graduate Learning Outcomes (Wahyudi, 2021).

Learning methods can be selected based on the subject. The methods that can be used are group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods that can effectively facilitate the fulfillment of graduate learning outcomes.

Appropriateness of Assessment Techniques in Sub-Course Learning Outcomes

Assessment techniques contribute to the process of identifying, collecting, and preparing data to evaluate student achievement (Ekayanti Nur Anix, 2018; Wedho, 2017; Wismadi, 2017). The assessment is carried out based on indicators of the final ability achieved by students. The assessment covers the domains of attitudes, skills and mastery of knowledge. The form of assessment can be in the form of a test or non-test. It is important to see feedback from lecturers with students in every learning achievement that has been planned and implemented previously.

Documentation of Lecture Assessment Process and Results

Assessment in the 2013 Curriculum is carried out on several aspects, namely performance, product, and attitude (Habibah, 2020; Zura, 2021). Assessment can be carried out at the time of the process or the end of the learning process. Documentation of an activity can basically be done by utilizing various media, both written, audio, visual and audiovisual media (Hardianti, 2018; Setiyawan, 2021). In this case, documentation in lectures helps when reviewing, reviewing, evaluating, and reflecting on what the lecturer has experienced and done. Through documentation of these activities can be carried out in a more complete, detailed, and effective manner. Because the documentation can be seen, heard, and observed, even repeated if necessary, so that the information we obtain can be more complete and clearer.

Appropriateness of Evaluation Implementation

One of the assessment procedures refers to the RPS. RPS is a description, objectives, subject matter and lecture activities during the semester (Sitepu & Lestari, 2018). In compiling a good RPS by involving students so that from the beginning the description, objectives, subjects, strategies and methods of lectures, as well as assessment procedures with a complete syllabus are known so that students know the activity plans for each meeting/lecture (Handayani & Wulandari, 2021; Iqbal et al., 2022). So that students can prepare themselves by studying outside the subject class referring to the references listed in the syllabus (Unimus, 2020; Unlam, 2021).

Lecturer evaluation aims to measure the level of success of students in learning and get feedback for improvement and

development of systems and learning processes. Evaluation of learning outcomes using exams and in certain aspects can use observations and attitude measurement questionnaires, and other instruments as needed. The scope of the evaluation includes mastery of lecture materials, structured assignments, independent activities, practicum activities, field lectures, and other academic tasks, both formative and summative (UTS and UAS).

CONCLUSION

The survey results concluded that the self-assessment of the lecturers in the FKIP Univet Bantara environment was in the Good category. This can be seen from the 17 indicators in the distribution of the data and the recapitulation of the self-assessment instrument which explains the average survey results at a percentage above 80%. Thus, this survey data is expected to provide an overview of the quality of lecturers' learning to students in actual conditions. This assessment also allows for immediate feedback as a provision for future improvements. Self-assessment should be used as material to introspect on the abilities and competencies of lecturers. Through self-evaluation, lecturers can build their knowledge and plan and monitor their progress whether it is in accordance with the expected goals. This assessment is also expected to be filled in by students who can see the advantages and disadvantages in each phase, henceforth this deficiency becomes the goal of improvement, when the student concerned is able to assess himself honestly or objectively. It is better if the self-assessment is carried out on an ongoing basis, so that the lecturer's ability to assess himself is even better. In addition, through the habit of self-assessment will help, both between lecturers and students in achieving learning goals, in planning appropriate learning methods to achieve lecture goals.

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