

# Paper

*by* Rusi Rusmiati Aliyyah

---

**Submission date:** 25-Jun-2020 08:29PM (UTC+0700)

**Submission ID:** 1349522207

**File name:** Paper-25.pdf (475.14K)

**Word count:** 5466

**Character count:** 32874

# ARE THE ASSESSMENT CRITERIA AND THE ROLE OF EDUCATIONAL STAKEHOLDERS ABLE TO MAKE OUTSTANDING TEACHER?

\*<sup>1</sup>Rusi Rusmiati Aliyyah, <sup>2</sup>Rasmitadila, <sup>3</sup>Megan Asri Humaira, <sup>4</sup>Endin Mujahidin, <sup>5</sup>Suryadi, <sup>6</sup>Widyasari, <sup>7</sup>Reza Rachmadtullah

**ABSTRACT**--- The research aims to determine the assessment criteria and the role of education stakeholders in supporting the achievement of elementary school teachers' achievement programs Using a multi-site approach and survey with research respondents consisting of teachers, principals, supervisors, Teacher Working Groups and (KKG) education offices that receive teacher championship performed in 2017 and 2018 in SDN 03 Menteng (DKI Jakarta), SDN Sukasari 5 Tangerang (Banten), SDN Dukuh 3 Salatiga (Central Java), SDN Al-Izhar Pondok Labu (DKI Jakarta), SDN Al-Irsyad Al- Islamiyyah Bekasi (West Java), SDN 12 Dauh Puri (Bali), SDN 023 Pajagalan Bandung (West Java). Data collection was carried out through interviews, questionnaires, documented observation, and discussion group forums. Data analysis techniques using data reduction, data presentation, and verification. The results of the study stated that the primary school teacher's achievement evaluation indicators consisted of portfolios (20%), instructional videos (10%), written tests (20%), scientific papers (20%), presentations of scientific papers (20%), and exemplary (10%). While educational stakeholders play a role by their respective duties and functions.

**Keywords**--- Assessment, Educational Stakeholders, Outstanding Teacher

## I. INTRODUCTION

Educational principles within countries are to produce competent graduates having the ability to compete in the workplace and live in a society. But the competencies themselves develop and change as the time change. The principal goal of education in the schools should be creating men and women who are capable of doing new things, not merely repeating what other generations have done; men and women who are creative, inventive and discoverers, who can be critical and verify, and not accept, everything they are offered (Sengupta, 2016). The educational principles are aimed at developing and changing from the target of producing not only competent graduates, but also critical in answering the challenges given to them in a changing society. The graduates must also be able to be inventors, creative in solving the changing challenges in society. The roles of the schools are crucial in producing those graduates as the educational qualities lie not only from the qualified teachers, but also

<sup>1</sup> Faculty of Teacher Training and Education, Universitas Djuanda, Bogor, Indonesia, rusi.rusmiati@unida.ac.id

<sup>2</sup> Faculty of Teacher Training and Education, Universitas Djuanda, Bogor, Indonesia

<sup>3</sup> Faculty of Teacher Training and Education, Universitas Djuanda, Bogor, Indonesia

<sup>4</sup> Faculty of Teaching and Education, Universitas Ibnu Khalidun, Bogor, Indonesia

<sup>5</sup> Graduate Program, Universitas Bani Jakarta, Jakarta, Indonesia

<sup>6</sup> Faculty of Teacher Training and Education, Universitas Djuanda, Bogor, Indonesia

<sup>7</sup> Department of Elementary School Teacher Education, University of PGRI AdiBuana, Surabaya, Indonesia

the support of the institutions or school management. Effective schools emphasize the importance of a quality teaching force in improving educational outcomes for students. The effect of teachers on student achievement is well established. Quality teacher is one of the most important school-related factors found to facilitate student learning (Loeb, 2019).

Teachers' effects in producing competent graduates are given credit. The most crucial questions are what kind of measurement models which apply to determine the quality of the teachers objectively. The importance of the teachers in producing competent graduates is also confirmed. The performativity agenda is accompanied by an acknowledgment of 'the teacher' as the crucial factor in the drive to raise educational standards (Sorensen, 2016).

The next question is, what kind of teachers will improve the quality of education? The simple answers shall be the ones who are competent, professional, and high achievers. To determine those qualities shall be focused on the performance appraisal concentrate on them. The teacher performance appraisal shall be able to see the full potential they have. The performance appraisal will also determine the quality and the professionalism of the teachers. It means those with outstanding competencies can align with creativity and innovation aligned with the students.

The facts are not all teachers who sound competencies, creativity, and professionalism can become high achievers teachers as the competition is very tight. They need institutions in supporting the development of them so that their potential can be explored optimally. From those challenges, the researchers come to the hypothesis that having only the competencies will not be sufficient to become high achiever teachers. They need full support for all educational stakeholders to develop the potentials from them. In this paper, the Researchers shall focus on (1) criteria outstanding teachers, and (2) the role of education stakeholders in supporting the achievement of teacher programs at the district or municipality Based on the above, it is necessary to develop outstanding teachers as a strategy in facilitating teachers in selecting excellent teachers both at the sub-district, district or municipal, provincial, and national levels.

## II. METHODOLOGY

This study intends to:

1. Criteria for the assessment of outstanding teachers and
2. The role of education of stakeholders in supporting the achievement of teacher programs at the district or municipality level.

### *1) Respondent*

The participants of this research are the headmasters and national level outstanding teachers in 2017 and 2018 coming from five schools in Jakarta, Banten, and West Java provinces. The data were also gained from the Directorate of Teachers and Educational Staff from the Ministry of Education and Cultures. The schools are State Elementary School 023 Pajagalan Bandung, State Elementary School 5 Sukasari Tangerang, State Elementary School 3 Menteng, Jakarta, Al-Irsyad Al-Islamiyah Bekasi Elementary School, and Al-Izhar Elementary School Pondok Labu Jakarta

## 2) *Methods*

The research uses qualitative methods with the multi-sites approach. Data collection was carried out through interviews, documentation, observation, and discussion group forums. Data analysis consists of data reduction, display, and verification (Miles, Huberman, & Saldaña, 2014). While data validity was carried out through credibility, transferability, dependability, and accuracy (Miles et al., 2014).

### III. RESULTS

Elementary school teachers who excel are teachers who have competencies pedagogic, personal competencies, social competencies, and professional competencies that can meet national education standards, have performance that exceeds other teachers, have a noble character, and are role models for students, fellow teachers, and the community. The target participants of the outstanding teacher program are all teachers from 34 provinces with the stipulations that participants in the subdistrict achievement of primary school teachers are elementary school teachers at the education unit level, district or municipal high school achievement teachers in the district or municipality are 1st place primary school teacher achievers at the sub-district level. Participants in the selection of elementary school achievers at the provincial level are ranked one elementary school achievers at the district or municipal level, participants in the selection of elementary school achievers at the national level are the best performing elementary school teachers from the three finalist participants (ranked 1, 2 and 3) in each province based on evaluation results by two assessors from the Ministry of Education and Culture of the Republic of Indonesia and one appraiser from representatives of the local, provincial education office.

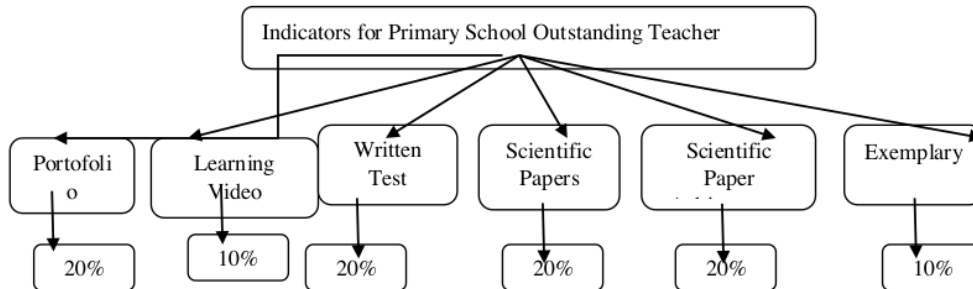
The Government of the Republic of Indonesia provides an outstanding teacher selection program for elementary school teachers with the aim to (1) elevate the teacher's degree as a respectable and dignified profession, (2) increase the motivation and professionalism of teachers in their duties, (3) increase teacher competency through healthy competition with an award in education. The benefits of selecting outstanding teachers are: (1) motivating teachers to improve performance, example, dedication and loyalty to achieve higher quality educational goals, (2) increase teacher's dignity, image, and professionalism, (3) foster creativity and innovation teachers in improving the quality of learning according to the changing demands of the era of the industrial revolution 4.0, (4) establishing inter-teacher interactions to exchange experiences in educating students, (5) fostering a sense of national unity and unity through education.

The principles of the implementation of the outstanding teacher program are: (1) competitive: namely the implementation of the selection of outstanding teachers based on fair competition (selection) at all levels, not based on appointment or even distribution, (2) objective: that refers to the process of assessment and determination of the title of primary school teacher achievers at all levels, both at the school, sub-district, district or municipal, provincial and national levels are carried out fairly, are non-discriminatory, and meet established assessment standards, (3) transfusion, which refers to a process that provides opportunities for all stakeholders to obtain access to information about the assessment and determination of the predicate of high achieving elementary school teachers at all levels, as a system that includes input, process and results of the assessment, (4) accountable, which refers to the process of assessing and determining the predicate of high achieving elementary

school teachers at all levels can be accounted for to all education stakeholders, both academically and administratively.

The criteria for evaluating high achieving teachers at the Ministry of Education and Culture in 2018 consisted of six aspects, namely portfolio assessment, learning videos, written tests, scientific papers, presentations of scientific papers, and examples (Islami et al, 2019), (Nurtanto, et al, 2020), (Rabiman et al, 2020). First: portfolio assessment is a document in the form of information about various activities that have been taken by prospective high-achieving teachers during their time as teachers in education units. Second: the assessment of learning videos is one part of the assessment of planning and implementation of learning that is always done by aspiring teachers. Third: written test assessment is part of the assessment criteria for achievement teachers. The written test material consists of teacher competency components, which include professional competencies, pedagogical competencies, personality competencies, social competencies, and educational insights. Fourth: the assessment of scientific papers compiled by the teacher is the result of Classroom Action Research or Best Practice that the teacher has done during the learning process in the classroom. The fifth evaluation of the presentation of the article is the scientific writing covering aspects of exposure consisting of clarity or mastery of the material, the attractiveness of exposure or attractiveness, management of presentation time, the appropriateness of the media used, the relevance of the answers to the questions. Sixth: the assessment of exemplary and noble morals is carried out using two kinds of questionnaires, namely the exemplary questionnaire and the noble moral questionnaire

The six assessment indicators are then divided into different presentation points:



**Figure 1:** Indicator for Elementary School teacher Performance Assessment

The educational stakeholders in the achievement of elementary school teacher programs at the district or municipality level are (1) education office, (2) supervisor, (3) headmaster, (4) tertiary institution, and (5) teacher working group. Each stakeholder has a role by the capacity of the institution.

**Table 1:** The role of education stakeholders in supporting the outstanding teacher program of primary school

Stakeholders	Education Department Supervisor	Principal	Principal	Higher Education	Teachers Working Group
--------------	---------------------------------	-----------	-----------	------------------	------------------------

Indicator of assessment					
Portfolio	Help provide the required documents	Help provide required documents	Help documents needed	X	X
Video Learning	Helps facilitate reward in the for budget-making instructional video	X	Play a role as giving feedback content, provide motivation and budget-making instructional videos	Acting as an expert and coach in providing input video learning content	Acting as a peer group teaching
Written test	X	Helps master competency teachers	Acting as a mentor in applying the competency of teachers	Help content and knowledge material competence	Acting as a peer group discussion
Scientific Writing	X	X	Providing feedback content	Providing guidance for writing scientific papers	X
Presentations, Scientific Writing	X	X	Provides feedback on technical presentations	Assessing and guiding presentations	As an audience conducting presentations
Modeling	Good examples in behavior inside and outside the school environment	Giving examples of good behavior in dealing with all stakeholders	Giving examples of good behavior so that it becomes teachable	Giving arrangements and skills in behavior (the winning attitude)	Become a partner and feedback on daily activities

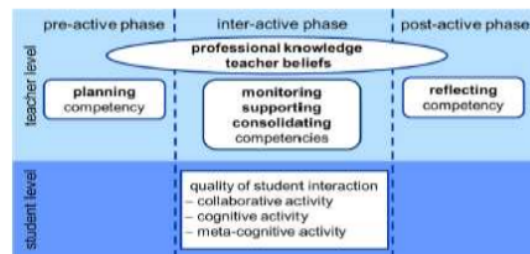
#### IV. DISCUSSION

The main purpose of teacher assessment and evaluation is to strengthen knowledge, skills, dispositions, and Practice in the classroom as professional educators. Current policy discourse about teacher evaluation is mired in a rewards-and-punishment framework that too often aims to: 1) measure the effectiveness of each teacher, 2) categorize and rank teachers, 3) reward those at the top, and 4) fire those at the bottom. Such a simplistic approach not only ignores the complexity of teaching, but also overlooks the real purpose of teacher assessment

and evaluation (Fantini, 2018). Teacher assessment is a comprehensive development and growth. The National Educational Association in Teacher Assessment and Evaluation states, "The core purpose of teacher assessment and evaluation should be to strengthen the knowledge, skills, dispositions, and classroom practices of professional educators (Arifin et al, 2020). This goal serves to promote student growth and learning while also inspiring great teachers to remain in the classroom (Cowan & Goldhaber, 2016).

Leading students' achievements and providing quality learning experiences have long been dreamed by the educational institution. Teachers' expertise and competencies have the most important variables influencing the graduates' competency. So the regular teachers' performance appraisal is needed to determine the quality level of teachers. The appraisal shall determine the gaps between the expected quality required by students and society and reality. Teacher appraisal can be a crucial lever for increasing the focus on teaching quality, "and an understanding of the various aspects of successful performance appraisal is essential" (Elliott, 2015). While Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual's performance following an organization's strategic goals (Elliott, 2015) Teacher evaluation is aimed at measuring teacher effectiveness, categorizing and ranking teachers, giving rewards to those who excel, giving assistance to those who lack competency. Performance Appraisal in some countries can guarantee the benefit of educational systems, which included teachers, students, schools, government, and society. Teacher performance is influenced by the style of leadership and communication skills headmaster (Ahmad gawdy Pranasosa, M.Rusni Eka, Rusi Rusmiati Aliyyah, 2018).

Standard Teacher competencies consist of pedagogical, competent competencies the personality, social competence, and professional competence (Minister of National Education, 2007). Meanwhile, education reform has an impact on the development of teacher competence, the development of teacher education, and the results of scientific work in education. "Competencies are defined as" the set of knowledge, skills, and experience necessary for future, which manifests in activities "She also underlines that competency as" knowledge, skills, attitudes, values, motivations, and beliefs people need to be successful in a job. The common understanding related to teachers' competencies is divided into three main areas as field competencies, pedagogical competencies, and cultural competencies. Teachers' professional competencies can be composed of different dimensions other than the three main areas (Kiymet SELVI, 2016). Selvi explained teacher competencies were divided into three fields, namely field competence, pedagogical competence, and cultural competence. While professional competence is made in different dimensions. However, Selvi states that professional teachers must have curriculum competency, lifelong learning competency, social, cultural competency, emotional competency, communication competency, ICT competency, environmental competency, field competency, and research competency (Kiymet SELVI, 2016). Through qualified competence, the teacher will be able to pass the teacher performance appraisal as an initial requirement in participating in the teacher achievement competition. Teachers with high competencies are those who are professional and love the profession. This will make them develop and improve their knowledge, skills, and competencies by attending workshops and seminars. Competent teachers are those who provide inspiring, loving and enriching teaching. Qualified teachers are those who put students as a part of society. Competent teachers are Reviews those who want to see teaching and training roommates Inspires, excites and enriches learners from all parts of society, Provides the skills for a modern economy and contribute to the cohesion and regeneration of local communities "(Dixon & Pilkington, 2017).



**Figure 2:** Teachers Competencies (Kaendler, Wiedmann, Rummel, & Spada, 2014).

Competent teachers are those who can have three competencies; planning competency, monitoring, supporting, consolidating competencies, and reflecting competencies. Planning competency is a part of a pre-active phase that most parts belong to teachers; the second ones belong to teachers' part of having professional knowledge and belief while students' parts; collaboration activity, cognitive activity, and metacognitive activity. While the last is the post-active phase belongs to teachers, which lies on the reflecting competency (Kaendler et al., 2014). Assessments show that the different tests measure a common core of similar skills, thus providing evidence for convergent validity (Kruit et al., 2018).

The criteria for evaluating elementary school teachers in Indonesia have been by the concept of outstanding teachers in the world with portfolio assessment categories, learning videos, written tests, scientific writing, presentations, scientific papers, and examples. That is because the portfolio will provide complete information about what the teacher will convey to the public through archived documents. Portfolios are one of the alternatives that can be used for writing assessments (Eridafithri, 2015). This study is introducing the e-Portfolio function as a storage, workspace, and showcase to support Competency Certification in Indonesia (Sense & Purwandari, 2018). The e-portfolio is a promising approach to develop teachers into reflective practitioners who show that they can adapt to new technologies, new criteria, and new environments (Alshumaimeri, 2017). Often administrators seek alternative methods of evaluating staff while the staff is frequently searching for methods to represent the breadth and quality of their efforts. One method of proving to be effective for gathering and organizing products of teacher activity is the portfolio. The development of the teacher portfolio requires planning, time organization, and cooperation from students, colleagues, parents, and supervisors. The format of the portfolio may vary from individual to individual and based on personal choices. Portfolios provide a useful insight into both the content and methods of instruction used by the teacher and, by doing so, add significant qualitative dimensions to many existing teacher evaluation systems (Gelfer, Hara, Krasch, & Nguyen, 2015).

Meanwhile, the use of instructional videos can motivate teachers to use technology effectively in the learning process, together with students in the class. Our primary focus is on enabling teachers to use technology effectively to inquire about their students' learning progress (Luckin et al., 2016). Scientific papers can provide information about the track record of high achieving teacher candidates. On the other hand, adult scientific literacy has been measured mainly from the perspective of mastery of scientific knowledge and skills (Naganuma, 2017), (Nurtanto et al, 2019). The cross-case analysis revealed that despite vastly different teacher



preparation programs and contexts, the assignments were highly similar and focused on developing the candidates' self as a writer or on becoming a teacher of writing.

Scientific presentations can explain the teacher's ability to present learning material. The skill of argumentation is recognized as a crucial factor for teacher success in school and beyond. The ability to integrate knowledge and ideas, delineate and evaluate claims and arguments, and assess the reasoning used in arguments is central to the Common Core State Standards (Frey, Ellis, Bulgren, Hare, & Ault, 2015). Based on the results of our assessment, we propose that the described seminar may effectively complement the existing approaches to teach critical scientific thinking (Ferenc, Cerven, Birc, & Sevc, 2017). The investigated scientific thinking skills were questioned-posing, explanation, graphing, inquiry, and metacognition (Dori, Zohar, Carmi, Zohar, & Carmi, 2018).

The teacher is a professional educator who educates, teachers' knowledge, guides, trains, gives assessments, and evaluates students. In this case, the teacher teaches not only formal education, but also other education and can become a model modeled by his students. The role of the teacher is also significant in the process of creating the next generation of quality, both intellectually and morally (RA et al. Aliyyah, 2020), (Rusi Rusmiati Aliyyah, Humaira, Ulfah, & Mulyadi, 2019), the teacher always gives an example when the school makes a policy. Thus, the creation of an environment that is full of discipline, friendly, honest, mutual tolerance, and respect for each other among students (RR Aliyyah, 2014). That exemplary teacher holds asset-oriented beliefs about bilingualism and diversity, viewing DLL children and families as knowledgeable resources to the community. With these beliefs as a foundation, teachers enact a wide repertoire of practices tailored for DLL children, including fostering relationships and belonging through embedding home languages and cultural practices in the classroom, emphasizing guided play, co-constructed curriculum, and ongoing observational assessment; and scaffolding and teaching the English language. Implications for teaching and teacher education are discussed (Baker, 2018). Exemplary teachers can provide examples of behavior for students always to imitate. What makes an exemplary leadership preparation program? All three exemplary programs featured in this special issue evidence strong learning orientation and more sustained improvement work in their pursuit of excellent preparation (Nurtanto et al, 2020), (Cosner, 2018).

Meanwhile, the researchers conclude that quality in education is a multi-dimensional concept with different stakeholders. There are also significant differences in stakeholder perceived levels of quality at the Institute, depending on the type of stakeholder being considered (Adu-gyamfi, Kwadwo, Edd, & Asamoah-boateng, 2019). Education sustainability needs to have collaboration with the parties concerning with education. Collaboration is something that we need to cope with. Collaborations that must and have been carried out by educational units include the first: higher education institutions, second: educational quality assurance institutions. Third: the regional and central education office. Fourth: central and regional House of Representatives: to provide policies and support funds for outstanding teachers. The policy which includes the budget policy at the national and regional budget, which will have an impact on the progress of the program of outstanding teachers in the sub-district, district/municipal and provincial levels (Rusi Rusmiati Aliyyah, Humaira, Mulyadi, & Ufa, 2019), (Rusi Rusmiati Aliyyah, Widayarsi, Didi Mulyadi, Sri Wahyuni Ufah, 2019), (RR et al. Aliyyah, 2020).

The role of the principal becomes essential to the successful implementation of an elementary school teacher's achievement program. The results of the study state that: In light of the results that have been reached,

the researchers recommend the following: Activating the role of school principals by giving them greater authority to take measures that enhance the concept of intellectual security (Waswas & Gasaymeh, 2017). In the education unit, the school principal will select potential and qualified teachers to take part in the selection of outstanding teachers by considering academic requirements, administrative requirements and special requirements owned by the teacher, also, the school principal will then propose potential teacher candidates at the sub-district level (Ministry of Education and Culture, 2019).

## V. CONCLUSION

Globalization requires teachers to be more qualified, ready to compete, both at national, regional, and international levels. Teacher's position and role are increasingly strategic in preparing human resources to face the era of the industrial revolution 4.0. The selection of outstanding elementary school teachers can increase motivation, dedication, loyalty, and professionalism of teachers who have a positive effect on improving performance and achievement that can be seen from the quality of graduates of educational units. The criterion for evaluating outstanding teachers is a benchmark in providing transparent teacher competition results. The role of education stakeholders will make teachers have motivation and enthusiasm to continue to develop.

## REFERENCES

1. Adu-gyamfi, E., Kwadwo, P., Edd, A., & Asamoah-boateng, C. (2019). An Examination of Differences between the Mean Indicator Ratings by Different Stakeholders in Distance Education Programme. *International Journal of Higher Education*, 8(4), 72–78. <https://doi.org/10.5430/ijhe.v8n4p72>
2. Ahmad Gawdy Pranansa, M.Rusni Eka, Rusi Rusmiati Aliyyah, A. Y. (2018). Pengaruh Gaya Kepemimpinan dan Keterampilan Berkomunikasi Kepada Sekolah Terhadap Kinerja Guru. *Journal of Administration and Educational Management*, 1, 63–74.
3. Aliyyah, R. A. et al. (2020). Guru berprestasi: penguatan pendidikan di era revolusi industri 4.0, 11(April), 59–64.
4. Aliyyah, R. R. et al. (2020). Outstanding Teachers ' Competition : Between Strategies and Challenges. *Advances in Social Science, Education and Humanities Research*, 400(Icream 2019), 153–157.
5. Aliyyah, R R. (2014). Penyelenggaraan Pendidikan Berbasis Karakter Dan Teknologi Dalam Mengatasi Tantangan Globalisasi (Studi Kasus Di Smk Wikrama Kota Bogor) the Education Implementation Based on Character and Technology Toward the Globalisation Challenge (a Case Study Resear. *Jurnal Sosial Humaniora*, 5(1).
6. Aliyyah, Rusi Rusmiati, Humaira, M. A., Mulyadi, D., & Ulfah, S. W. (2019). Acquiring And Developing Outstanding Teachers Candidate : A Comparative Study From State And Private Elementary School. *International Journal of Scientific & Technology Research*, 8(11), 1843–1847.
7. Aliyyah, Rusi Rusmiati, Humaira, M. A., Ulfah, S. W., & Mulyadi, D. (2019). Outstanding Teachers : The Steps In Acquiring Them. *International Journal for Educational and Vocational Studies*, 1, 440–447.
8. Alshumaimeri, Y. A. (2017). Teacher Electronic Portfolio and its Relation to EFL Student Teacher Performance and Attitude. *International Journal of Education & Literacy Studies*, 5(1). <https://doi.org/10.7575/aiac.ijels.v.5n.1p.42>

9. Arifin, Z., Nurtanto, M., Warju, W., Rabiman, R., & Kholifah, N. (2020). The TAWOCK Conceptual Model for Content Knowledge for Professional Teaching in Vocational Education. *International Journal of Evaluation and Research in Education (IJERE)*, 9(3), Article 3. <https://doi.org/10.11591/ijere.v9i3.20561>
10. Baker, M. (2018). Playing , Talking , Co-constructing : Exemplary Teaching for Young Dual Language Learners Across Program Types. *Early Childhood Education Journal*, 0(0), 0. <https://doi.org/10.1007/s10643-018-0903-0>
11. Cosner, S. (2018). What Makes a Leadership Preparation Program Exemplary? *Journal of Research on Leadership Education*, (Mc 147), 1–18. <https://doi.org/10.1177/1942775118819661>
12. Cowan, J., & Goldhaber, D. (2016). National Board Certification and Teacher Effectiveness: Evidence From Washington State. *Journal of Research on Educational Effectiveness*, 9(3), 233–258. <https://doi.org/10.1080/19345747.2015.1099768>
13. Dixon, F. J., & Pilkington, R. (2017). Teaching in Higher Education Poor relations ? Tensions and torment ; a view of excellence in teaching and learning from the Cinderella sector. *Teaching in Higher Education* ISSN:, 2517(May). <https://doi.org/10.1080/13562517.2017.1301912>
14. Dori, Y. J., Zohar, A., Carmi, M., Zohar, A., & Carmi, M. (2018). Gender-fair assessment of young gifted students ' scientific thinking skills. *International Journal of Science Education*, 0(0), 1–26. <https://doi.org/10.1080/09500693.2018.1431419>
15. Elliott, K. (2015). Teacher Performance Appraisal : More about Performance or Development ? *Australian Journal of Teacher Education*, 40(9).
16. Eridafithri. (2015). The Application of Portfolios to Assess Progress in Writing of EFL Students at Secondary Schools in Banda Aceh. *Studies In English Language And Education*, 2, 1–16.
17. Fantini, A. E. (2018). Teacher Assessment and Evaluation. *The TESOL Encyclopedia of English Language Teaching*, 1–11. <https://doi.org/10.1002/9781118784235.eelt0652>
18. Ferenc, J., Cerven, F., Birc, E., & Sevc, A. (2017). Intentionally Flawed Manuscripts as Means for Teaching Students to Critically Evaluate. *Biochemistry and Molecular Biology Education Resistance*, 1–9. <https://doi.org/10.1002/bmb.21084>
19. Frey, B. B., Ellis, J. D., Bulgren, J. A., Hare, J. C., & Ault, M. (2015). Development of a Test of Scientific Argumentation. *Electronic Journal of Science Education*, 19(4).
20. Gelfer, J., Hara, K. O., Krasch, D., & Nguyen, N. (2015). Teacher portfolios : an effective way to assess teacher performance and enhance learning. *Early Child Development and Care*, (March 2015), 37–41. <https://doi.org/10.1080/03004430.2015.1005614>
21. slami, R. E., Sari, I. J., Sjaifuddin, S., Nurtanto, M., Ramli, M., & Siregar, A. (2019). An Assessment of Pre-service Biology Teachers on Student Worksheets Based on Scientific Literacy. *Journal of Physics: Conference Series*, 1155, 012068. <https://doi.org/10.1088/1742-6596/1155/1/012068>
22. Kaendler, C., Wiedmann, M., Rummel, N., & Spada, H. (2014). Teacher Competencies for the Implementation of Collaborative Learning in the Classroom : a Framework and Research Review. *Educ Psychol Rev*. <https://doi.org/10.1007/s10648-014-9288-9>
23. Kiyet SELVI. (2016). Teachers ' Competencies Teachers ' Competencies. *Teachers' Competencies That*, VII(January 2010), 167–176. <https://doi.org/10.5840/cultura20107133>

24. Kruit, P. M., Oostdam, R. J., Berg, E. Van Den, Schuitema, J. A., Kruit, P. M., Oostdam, R. J., ... Schuitema, J. A. (2018). Assessing students' ability in performing scientific inquiry: instruments for measuring science skills in primary education. *Research in Science & Technological Education*, 5143, 1–27. <https://doi.org/10.1080/02635143.2017.1421530>
25. Loeb, S. (2019). *Effective Schools: Teacher Hiring, Assignment, Development dan Retention*. Association For Education Finance and Policy, 7(3).
26. Luckin, R., Clark, W., Avramides, K., Hunter, J., Luckin, R., Clark, W., ... Oliver, M. (2016). Using teacher inquiry to support technology-enhanced formative assessment: a review of the literature to inform a new method assessment: a review of the literature to inform a new method. *Interactive Learning Environments* ISSN:, 4820(January). <https://doi.org/10.1080/10494820.2015.1121152>
27. Menteri Pendidikan Nasional. (2007). *Standar Kualifikasi Akademik dan Kompetensi Guru* (pp. 1–32). Kementerian Pendidikan Nasional Republik Indonesia.
28. Miles, M. B., Huberman, M. A., & Saldaña, J. (2014). *Qualitative Data Analysis. A Methods Sourcebook*. *Zeitschrift Für Personalforschung*, 28(4), 485–487. <https://doi.org/10.1136/ebnurs.2011.100352>
29. Ministry of Education and Culture. (2019). *Guidelines Selection Of Basic Education Teachers Educated National Levels*. Jakarta.
30. Naganuma, S. (2017). An assessment of civic scientific literacy in Japan: development of a more authentic assessment task and scoring rubric. *International Journal of Science Education*, 8455(May), 1–23. <https://doi.org/10.1080/21548455.2017.1323131>
31. Nurtanto, M., Sofyan, H., Fawaid, M., & Rabiman, R. (2019). Problem-Based Learning (PBL) in Industry 4.0: Improving Learning Quality through Character-Based Literacy Learning and Life Career Skill (LL-LCS). *Universal Journal of Educational Research*, 7(11), 2487–2494. <https://doi.org/10.13189/ujer.2019.071128>
32. Nurtanto, M., Widjanarko, D., Sofyan, H., Rabiman, & Triyono, M. B. (2019). Learning By Creating: Transforming Automotive Electrical Textual Material Into Visual Animation As A Creative Learning Products (CLP). *International Journal of Scientific & Technology Research*, 8(10), 1634–1642. <http://www.ijstr.org/paper-references.php?ref=IJSTR-1019-22932>
33. Nurtanto, M., Pardjono, P., Widarto -, & Ramdani, S. D. (2020). The Effect of STEM-EDP in Professional Learning on Automotive Engineering Competence in Vocational High School. *Journal for the Education of Gifted Young Scientists*, 8(2), 633–656. <https://dergipark.org.tr/en/pub/jegys/645047>
34. Rabiman, R., Nurtanto, M., & Kholifah, N. (2020). Design And Development E-Learning System By Learning Management System (LMS) In Vocational Education. 9(01), 6.
35. Rusi Rusmiati Aliyyah, Widyasari, Didi Mulyadi, Sri Wahyuni Ulfah, S. R. (2019). Guru Berprestasi Sumber Daya Manusia Pengembang Mutu Pendidikan Indonesia. *Alignment: Journal of Administration and Educational Management*, 2, 157–165.
36. Sengupta, M. A. (2016). Teaching Excellence and Innovative Practices: A Case Study of National Awardee Teachers of India. *Journal of Education and Practice*, 7(1), 48–53.
37. Sensuse, D. I., & Purwandari, B. (2018). Defining e-Portofolio Factor for Competency Certification using Fuzzy Delphi Method. *TOJET: The Turkish Online Journal of Educational Technology*, 17(2), 25–33.

38. Sorensen, N. (2016). Professional Development in Education Improvisation and teacher expertise: implications for the professional development of outstanding teachers professional development of outstanding teachers. *Professional Development in Education*, 5257(March). <https://doi.org/10.1080/19415257.2015.1127854>
39. Waswas, D., & Gasaymeh, A. M. (2017). The Role of School Principals in the Governorate of Ma ' an in Promoting Intellectual Security among Students. *Journal of Education and Learning*, 6(1), 193–206. <https://doi.org/10.5539/jel.v6n1p193>

# Paper

---

## ORIGINALITY REPORT

---

<b>17</b> %	<b>14</b> %	<b>12</b> %	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

---

## PRIMARY SOURCES

---

<b>1</b>	<a href="http://www.nea.org">www.nea.org</a> Internet Source	<b>2</b> %
<b>2</b>	<a href="http://www.researchconnections.org">www.researchconnections.org</a> Internet Source	<b>2</b> %
<b>3</b>	Rusi Rusmiati Aliyyah, Megan Asri Humaira, Sri Wahyuni Ulfah, Muhammad Ichsan Ichsan. "GURU BERPRESTASI: PENGUATAN PENDIDIKAN DI ERA REVOLUSI INDUSTRI 4.0.", JURNAL SOSIAL HUMANIORA, 2020 Publication	<b>2</b> %
<b>4</b>	<a href="http://link.springer.com">link.springer.com</a> Internet Source	<b>2</b> %
<b>5</b>	Vera Biryukova, Graham J. Sharp, Charalambos Klitis, Marc Sorel. "Trimming of silicon-on-insulator ring-resonators via localized laser annealing", Optics Express, 2020 Publication	<b>2</b> %
<b>6</b>	<a href="http://international-journal-of-axiology.net">international-journal-of-axiology.net</a> Internet Source	<b>2</b> %

---

7

[repository.radenintan.ac.id](http://repository.radenintan.ac.id)

Internet Source

1%

8

[ojs.unimal.ac.id](http://ojs.unimal.ac.id)

Internet Source

1%

9

[serisc.org](http://serisc.org)

Internet Source

1%

10

[ascdedge.ascd.org](http://ascdedge.ascd.org)

Internet Source

1%

Exclude quotes  On

Exclude bibliography  On

Exclude matches  < 50 words