ANALYSIS OF TEACHER COMPETENCE IN INDONESIAN LANGUAGE LEARNING ASSESSMENT AT SMAN 2 KUPANG TIMUR

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Abstract
This research is motivated by the importance of assessing student learning outcomes, one of which can be done through the use of assessment rubrics. This rubric allows teachers to plan assessments systematically, carry out learning effectively, and evaluate student learning outcomes to meet the criteria for completeness that have been set. The purpose of this study is to analyze the competence of teachers in planning the Indonesian assessment rubric, examine the implementation of Indonesian learning by teachers, and evaluate student learning outcomes based on the assessments carried out. This study uses a qualitative descriptive approach with the research subject, namely Indonesian language teachers at SMA Negeri 2 East Kupang, Kupang Regency. Data collection is carried out through documentation and observation of learning tools and their implementation. The results of the study show that the professional competence of Indonesian teachers in the school is relatively good. Teachers have carried out their duties with full responsibility, starting from the stage of planning the assessment rubric, the implementation of learning, to the analysis of student learning outcomes systematically and in accordance with the principles of assessment in Indonesian learning.
Keywords: Analysis, Competence, Assessment, Learning

Abstrak
Penelitian ini dilatarbelakangi oleh pentingnya penilaian hasil belajar peserta didik, yang salah satunya dapat dilakukan melalui penggunaan rubrik penilaian. Rubrik ini memungkinkan guru untuk merencanakan penilaian secara sistematis, melaksanakan pembelajaran secara efektif, serta mengevaluasi hasil belajar siswa guna memenuhi kriteria ketuntasan yang telah ditetapkan. Tujuan dari penelitian ini adalah untuk menganalisis kompetensi guru dalam merencanakan rubrik penilaian Bahasa Indonesia, mengkaji pelaksanaan pembelajaran Bahasa Indonesia oleh guru, serta mengevaluasi hasil belajar siswa berdasarkan penilaian yang dilakukan. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan subjek penelitian yaitu guru Bahasa Indonesia di SMA Negeri 2 Kupang Timur, Kabupaten Kupang. Pengumpulan data dilakukan melalui dokumentasi dan observasi terhadap perangkat pembelajaran dan pelaksanaannya. Hasil penelitian menunjukkan bahwa kompetensi profesional guru Bahasa Indonesia di sekolah tersebut tergolong baik. Guru telah melaksanakan tugasnya dengan penuh tanggung jawab, mulai dari tahap perencanaan rubrik penilaian, pelaksanaan pembelajaran, hingga analisis hasil belajar siswa secara sistematis dan sesuai dengan prinsip-prinsip penilaian dalam pembelajaran Bahasa Indonesia.

INTRODUCTION

Assessment is a crucial aspect of the learning process that not only functions as a tool to measure student learning outcomes, but also as a means of reflection for educators in evaluating the effectiveness of learning. In the context of modern education, assessment is no longer one-dimensional that only emphasizes the final result in the form of cognitive values, but must reflect the achievement of competencies as a whole, including affective and psychomotor aspects (Ministry of Education and Culture, 2021). The transformation of the assessment system in Indonesia follows the development of the curriculum paradigm which now emphasizes competency-based approaches and meaningful learning. The Independent Curriculum, for example, directs the learning process to be more contextual, adaptive, and focuses on developing Pancasila student profiles. Thus, assessments need to be designed to provide a comprehensive picture of the real skills that students have, including critical, collaborative, and creative thinking skills (Puskur Kemendikbudristek, 2022).

One of the important instruments in authentic assessment is the use of assessment rubrics. Rubrics allow teachers to provide objective, structured, and transparent assessments of student performance. In addition, rubrics can also be used as a communication tool between teachers and students regarding learning expectations (Brookhart, 2020). With rubrics, students can find out the indicators of success and get constructive feedback. However, in practice, there are still many teachers who have difficulties in compiling and implementing assessment rubrics that are in accordance with learning outcomes. This difficulty is not only related to technical aspects, such as determining indicators and assessment criteria, but also due to the lack of systematic training in the development of alternative assessment instruments (Rahmawati & Subekti, 2021). As a result, teachers tend to use one type of rubric for different types of skills, even though each skill has different characteristics.

The assessment problems faced by teachers also appear in the limitations of the use of affective and psychomotor aspects in the evaluation of learning outcomes. Teachers generally focus more on the cognitive aspect because it is considered easier to measure quantitatively. This indicates that teachers' competence in preparing comprehensive assessment instruments still needs to be improved (Yuliana & Kurniawan, 2020). In fact, the ideal education is one that assesses students holistically. On the other hand, assessment challenges also arise in the context of managing learning outcomes and value data. Many teachers admitted that it was difficult to input and process assessment results data due to limitations in the use of technology or a lack of understanding of an effective assessment system (Fitriani et al., 2022). This is a serious obstacle in supporting data-driven decision-making processes in learning.

Based on the results of initial observations made by researchers at SMA Negeri 2 Kupang Timur, it was found that Indonesian teachers still have difficulties in compiling

assessment rubrics, especially in adjusting the indicators to learning objectives. In addition, teachers also still use the same rubric for various types of texts, such as procedural texts, description texts, and observation reports, even though each requires a different assessment approach. This condition shows that although the assessment rubric has been known as an effective evaluative instrument, in practice it has not been optimally implemented. This has an impact on the validity and reliability of the assessment data obtained, so that pedagogical decisions taken by teachers have the potential to be less on target. Therefore, teachers' competence in compiling and using assessment rubrics needs special attention in an effort to improve the quality of learning. Departing from these problems, this study aims to examine the extent of teachers' competence in compiling and using assessment rubrics in Indonesian learning at SMA Negeri 2 East Kupang. By using a qualitative descriptive approach, this research is expected to make a real contribution to the development of assessment practices at the educational unit level, as well as become the basis for the formulation of teacher capacity building training in authentic assessment.

METHOD

This study uses a qualitative descriptive approach to analyze the competence of teachers in compiling Indonesian assessment rubrics at SMAN 2 East Kupang. This approach was chosen because it allows researchers to understand phenomena in depth in a natural context. According to Sugiyono (2019), the qualitative method aims to describe and interpret data in the form of words or narratives, not numbers. Data were collected through observation techniques, in-depth interviews, and documentation of Indonesian teachers as the main subjects of the study. The main focus in this study is on the process of preparing rubrics, their integration with learning outcomes, and their effectiveness in measuring student performance.

The data sources in this study consist of primary data and secondary data. Primary data is obtained directly from teachers through interviews and observations during the learning process, while secondary data is obtained from documents in the form of assessment rubrics used, lesson plans, and student assessment results. The interview technique is carried out in a semi-structured manner to explore information about the understanding, experience, and obstacles faced by teachers in compiling rubrics. Observation is used to see firsthand the implementation of the assessment rubric in the classroom. Documentation helps researchers to trace the accuracy and integration of rubrics with applicable assessment standards.

In the data analysis process, the researcher applies three stages of analysis according to Miles and Huberman (2014), namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by filtering relevant information from the results of interviews, observations, and documents. Then the data is presented in the form of narratives and tables to make it easier for readers to understand the results of the analysis systematically. Furthermore, conclusions are drawn in stages during the data collection

process and validated through source triangulation and discussion with key informants to ensure the credibility and validity of the findings of this study.

RESULTS AND DISCUSSION

The results of this study are from observations, interviews, and documentation regarding teachers' competence in planning, implementing, and evaluating Indonesian learning at SMAN 2 East Kupang. This research aims to provide an empirical and systematic overview of how teachers apply learning principles that are in accordance with the curriculum and student development. In addition, this chapter also discusses student learning outcomes as an indicator of the success of the learning process, as well as comparing findings in the field with previous research results to strengthen the validity and relevance of research findings.

1. Teachers' Competence in Planning Indonesian Learning Assessments

    Assessment planning is a fundamental part of the learning process that reflects the readiness and competence of teachers in developing evaluation strategies based on the applicable curriculum. Based on the results of research at SMAN 2 East Kupang, it was found that teachers' competence in planning assessments is relatively good. This is based on the teacher's ability to design learning tools which include teaching tools, assessment instruments, assessment rubrics, and competency achievement indicators.

    Teachers at SMAN 2 Kupang Timur show characteristics as an early majority (Sembiring, 2009), which is a group that responds quickly to innovation, including changes in curriculum and learning technology. This proves that teachers have the readiness to apply the principles of learning planning as stated by Ely and Gentry (1994), namely by setting effective and relevant objectives, strategies, and evaluation techniques.

    These results are different from the findings of I Ketut Suar Adnyana (2023) which emphasizes the superiority of the Independent Curriculum in achieving student learning outcomes, as well as research by Rika Yunita et al. (2024) which highlights the variation of assessment models in Kerumutan Junior High School. This study further emphasizes that teachers at SMAN 2 Kupang Timur are able to prepare evaluation plans that are in accordance with the learning context and characteristics of students.

2. Teacher Competence in the Implementation of Indonesian Learning

    The implementation of learning is the implementation of the plan that has been prepared. In the context of SMAN 2 East Kupang, the teachers studied have been able to carry out learning effectively and efficiently, utilizing discussion methods, questions and answers, group work, and presentations that encourage active student participation.

    The implementation of good learning reflects teachers' skills in delivering materials, managing classes, and utilizing technology to support the teaching and learning process. This refers to Danielson's theory (2007) which emphasizes that the

implementation of learning is a complex interaction between teachers, students, materials, and methods.

These findings are in line with the research of Ernani et al. (2023), which shows that the success of learning implementation is influenced by the suitability between the learning plan and its implementation, especially in the use of appropriate assessment rubrics.

3. Student Learning Outcomes in Indonesian Learning Assessment

Learning outcomes are a reflection of the effectiveness of learning and assessment carried out by teachers. Based on observations and interviews, it was found that teachers at SMAN 2 Kupang Timur have implemented authentic assessments that include aspects of knowledge, skills, and attitudes. Assessment instruments have been systematically prepared before learning, allowing teachers to convey assessment criteria transparently to students.

DF teachers stated that by preparing instruments in advance, students can better understand assessment expectations, so that learning becomes more directed. This statement is reinforced by TW which states that learning outcomes are influenced by the quality of teaching and the suitability of assessments with students' abilities.

Good student learning outcomes are an important indicator that learning has been planned and carried out in a structured and directed manner. In the context of education, the success of students in achieving learning objectives cannot be separated from the alignment between the design of the learning process, the implementation of learning in the classroom, and the evaluation or assessment that follows. When these three components are well integrated, the results are not only reflected in cognitive achievement but also in the development of skills and attitudes. The success of students in showing comprehensive competence indicates that the learning process is not carried out partially, but holistically, by paying attention to the different dimensions of educational objectives. Gagne (1992) in his theory of instructional events provides a conceptual framework that emphasizes the importance of systematically preparing learning steps, starting from gaining attention, informing learners of the objectives, stimulating recall of prior learning, presenting the stimulus material, providing learning guidance, eliciting performance, providing feedback, assessing performance, and enhancing retention and transfer. This theoretical framework explains that good learning outcomes cannot occur by chance, but must be the result of careful planning and systematic implementation.

In this context, assessment also plays a crucial role in shaping the quality of learning. Assessments that include the dimensions of knowledge, skills, and attitudes are able to provide a comprehensive picture of student learning outcomes. Knowledge reflects the extent to which students understand and master concepts, skills show their ability to apply knowledge in practice, while attitudes reflect the values and behaviors they internalize during the learning process. If assessment only emphasizes one aspect, for example knowledge alone, then the evaluation results will be less able to describe students' true competence. Therefore, educators are required to design and implement assessment

instruments that are aligned with learning objectives and relevant to the levels of thinking expected of students.

The relevance of this discussion is also found in the results of research conducted by Metri Puji Astuti (2022) which emphasized the importance of evaluation instruments based on operational verbs (KKO) that correspond to the students' level of thinking. In Bloom's taxonomy, the dimensions of thinking are divided into lower order thinking skills (LOTS), middle order thinking skills (MOTS), and higher order thinking skills (HOTS). Each of these levels requires specific verbs to describe observable and measurable behaviors. For example, at the LOTS level, the operational verbs used may include defining, mentioning, or describing; at the MOTS level verbs such as classifying, applying, or demonstrating are used; while at the HOTS level verbs such as analyzing, evaluating, and creating are more relevant. The use of appropriate KKO in constructing assessment items ensures that learning outcomes are measured accurately in accordance with the desired competencies. If the evaluation instruments are not aligned with the level of thinking expected, then the assessment results may be misleading and not reflect the actual ability of students.

Linking back to Gagne's instructional events, the emphasis on appropriate assessment is consistent with the steps in instructional design that highlight the importance of evaluating performance. Gagne emphasized that assessment must be integrated into the overall learning sequence, not placed as a separate component. The results of assessment are not only used to determine student achievement, but also serve as feedback for teachers to improve the next learning design. Thus, assessment functions not only summatively, but also formatively, guiding the process of continuous improvement in education. This perspective is highly relevant in the modern educational context that emphasizes lifelong learning and student-centered approaches.

The importance of assessment based on knowledge, skills, and attitudes is also closely related to the paradigm shift in education in the 21st century which places more emphasis on the development of holistic competencies. The challenges of the modern world require graduates who not only master theoretical knowledge but also have practical skills and strong character. For this reason, teachers must integrate learning designs that not only deliver material but also train students to solve problems, work in teams, and make decisions ethically. Comprehensive assessments help ensure that these aspects are measured and developed continuously. For example, project-based assessments can measure not only knowledge mastery but also collaboration skills and student responsibility. Similarly, performance-based assessments, such as presentations or demonstrations, are effective in measuring not only cognitive ability but also communication skills and confidence.

The findings of Astuti (2022) confirm that evaluation instruments that refer to appropriate KKO are able to support the realization of these comprehensive assessments. By ensuring that the assessment questions or tasks use verbs that correspond to the students' level of

thinking, teachers can design learning activities that are aligned with the objectives. For instance, if the learning objective is at the analysis level, then the assessment should also encourage students to analyze, not just to memorize. This alignment between objectives, implementation, and assessment is the essence of effective instructional design as emphasized in Gagne's framework. Thus, Astuti's research provides an empirical reinforcement that the success of student learning outcomes cannot be separated from the accuracy of the evaluation instruments used.

In practice, many teachers still face challenges in preparing evaluation instruments that meet these requirements. Often, due to time constraints or limited understanding, teachers construct test items that only measure the LOTS dimension, such as remembering and understanding, while neglecting the MOTS and HOTS levels. As a result, students are not adequately challenged to develop critical thinking, problem-solving, and creative skills. This condition also results in learning outcomes that are less reflective of the actual competencies needed in real life. Therefore, the findings of Astuti (2022) are very important as a reminder for educators to continuously improve their competence in preparing assessments. Teacher professional development programs, such as training on Bloom's taxonomy and assessment design, are crucial to address this gap.

Furthermore, the integration of assessments that include knowledge, skills, and attitudes is consistent with the competency-based curriculum approach that has been adopted in many countries, including Indonesia. The competency-based curriculum emphasizes that learning outcomes must reflect the holistic development of students, not only in cognitive terms but also in affective and psychomotor dimensions. In this context, the alignment between instructional design, implementation, and assessment becomes more crucial. Teachers are expected not only to transfer knowledge but also to facilitate the development of students' personalities and skills. This role requires educators to master learning theories such as Gagne's instructional design and to implement evidence-based practices such as those recommended by Astuti's research findings.

From a broader perspective, the discussion of alignment between planning, implementation, and assessment also relates to the concept of constructive alignment introduced by Biggs. Constructive alignment emphasizes that learning objectives, learning activities, and assessment must be in harmony and reinforce one another. This means that if the learning objective is to develop higher-order thinking skills, then the learning activities must also be designed to stimulate those skills, and the assessment must measure them appropriately. In this sense, the framework provided by Gagne and the findings of Astuti complement each other, both pointing toward the same conclusion: the success of learning depends on the integration and consistency between all components of the instructional process.

The comprehensive approach in assessment also contributes to fostering meaningful learning for students. When students realize that their abilities are measured not only in terms of how much knowledge they can memorize but also in how well they can apply,

analyze, and create, they are encouraged to learn more actively and purposefully. This kind of assessment nurtures intrinsic motivation, as students feel that learning is not just about passing exams but about developing abilities that are useful for their future. In this regard, the role of teachers is very significant in designing fair, valid, and reliable assessments that can accommodate the diversity of student abilities. The use of varied assessment instruments, such as portfolios, self-assessment, peer assessment, and performance tasks, can help achieve this comprehensiveness.

The relevance of this discussion is also increasingly apparent in the digital era, where access to information is very open and students are required to have digital literacy, critical thinking, and creativity. Assessment that only emphasizes the ability to recall knowledge will no longer be sufficient. Students must be trained and evaluated on their ability to analyze information, assess the validity of sources, and produce new ideas. In this context, the use of HOTS-based assessment is very important. Research such as that conducted by Astuti (2022) provides a scientific foundation for this necessity by showing the effectiveness of KKO-based evaluation instruments. Meanwhile, Gagne's framework provides a theoretical foundation for structuring the learning process to support the achievement of higher-level competencies.

CONCLUSION

Based on the results of research conducted at SMAN 2 Kupang Timur, it can be concluded that the competence of Indonesian teachers in planning learning has been in the good category. Teachers show high readiness and understanding of curriculum and educational technology developments, so that they are able to design learning tools systematically and relevant to the needs of students. In the context of innovation adoption theory, these teachers are included in the category *of early majority*, who are quick to respond positively to educational changes and innovations. This has a significant impact on the quality of the learning plans they compile.

At the stage of implementing learning, the two observed teachers also showed good competence. They are not only able to deliver material orally and in writing clearly, but also use varied and participatory learning methods, such as discussions, questions and answers, presentations, and group work. Learning activities take place effectively and efficiently, reflecting the teacher's ability to manage the classroom and utilize technology as a support. This shows that the implementation of learning has been carried out in accordance with the plan made and in line with the principles of active and student-centered learning.

In addition, teachers' competence in evaluating student learning outcomes is also in the good category. Teachers have used assessment instruments that include aspects of knowledge, skills, and attitudes authentically. Assessments are carried out in a planned and documented manner, and are presented to students openly to ensure transparency and understanding of the assessment criteria. Thus, teachers not only assess what students know, but also how they apply that knowledge in a real-world context. This approach

makes an important contribution to improving the quality of learning outcomes and the overall development of students' competencies.

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