

THE TEACHING EVALUATION OF GERMAN TEACHER IN MALANG

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Abstract

Teacher's self-evaluation is a way to guide teachers in identifying strengths and weaknesses in learning. Improving teacher's professionalism started by recognizing and realizing the weaknesses in learning, and by a willingness to enhance self-competence. This article is a result of a research that examined four domains that affect student achievement, namely the strategies and teacher's behavior in learning, planning and preparation done before learning, reflection on learning, and collegiality that supported teacher professionalism. This study aims at describing the strengths and weaknesses of teachers in learning process, and describing the need for teachers to increase professionalism in teaching. The data was obtained by an instrument in form of a questionnaire of teacher's self-evaluation. Respondents consisted of 28 senior high school German teachers of the IGBJI Malang branch, 7 principals and their staffs. The instrument used has been validated. The results showed that most of the teachers carried out most of the components contained in the strategies and teaching behaviors and implemented teaching planning and preparation. In teaching planning and in learning process, however, teacher colleagues were still rarely involved for professional development. Reflection on the learning process and planning is rarely conducted jointly with colleagues. For further improvement of teacher learning, more intensive discussions with colleagues, principals, and supervisors are required. Besides, teachers can observe teaching process of other teachers, obtain feedback on learning not only from colleagues, but also from principals and supervisors, and coaching done by the principal or learning expert.

Keywords: *Self-Evaluation, Teaching, Improvement, Professionalism, Strengths, Weaknesses, High School's Teacher.*

Introduction

The success of learning can be observed from students' achievement. Academic scores achieved by the students through learning process are products that measure education quality. Djemari Mardapi (2008: 10) described that year by year development of education quality remained the same. Even though it was fluctuated, it is still considered low. There is lack of national analysis upon education evaluation result to find accurate information toward education improvement. Therefore, schools did not receive any information about their detailed weaknesses. As a result of it, the learning process slightly change year on year.

There are many supporting and completing factors which determine the success of learning. Teachers as the vanguard of learning process could cooperate maximally if they are supported by internal and external factors. According to the studies that were conducted by Darling-Hammond (2010) effective teachers, in general, have these following characteristics: (1) high intelligence, supportive verbal competence to arrange and explain ideas, and observing and diagnostics thinking competence; (2) in depth knowledge toward content of the subject they teach; (3) knowledge on how to teach the subject to other people (pedagogical knowledge), especially to develop high order of thinking skills; (4) understanding toward learners, how they learn, and their development, including the way to score and facilitate the learning process, to motivate students who have different learning styles or difficulties, to motivate students who lack of understanding on the instructional language to study language and its content; (5) adaptive mastery which enable them to make decision about what to do in responding students' need within the context.

Gurney (2007) elaborated five key factors which give the basic of good learning process: (1) teachers' knowledge, enthusiasm, and responsibilities to learn, (2) motivational class activities in learning, (3) motivational assessment activities on experience based learning, (4) effective feedback which build learning process in the class, and (5) effective interaction between teacher and students, create respective environment, motivate and stimulate experience based learning. According to Sato Masaaki (2012: 21) the factors that determine learning qualities were: (1) the quality of assignments given to the students or lesson plan, (2) learning in a good relations (dialogues and collaborations), and (3) students' participation, spirit, cognition and emotion. Based on Sato Masaaki observation (2012: 22) it was quite frequent that teacher in Indonesia asked their students to copy what was written in their textbook and paste to their worksheets. This kind of teaching cannot be categorized as high quality learning. In order to fix that problem, Anderson and Kumari (2009) suggested a solution to acquire the aim of learning, students' achievement, through continued investment of class teachers' and personnel' knowledge and skills development, who gave learning leadership, .

It is important for an institution or an individual to conduct evaluation to measure the target achievement. Information acquired from the evaluation could be applied to

identify the strengths, weaknesses, and opportunities to improve the result. Besides, the evaluation results can be used to recommend the further policy, whether it should be continued, improved, enlarged, or stopped. The evaluation result of a new program can be applied to observe the usefulness of the program. Therefore, it determines the next development steps. Evaluation may also be able to find out the effectiveness and efficiencies of particular program. Evaluation could be done before, during, or after the program is conducted.

The research objectives are: (1) to describe teachers' strengths and weaknesses during learning process; and (2) to describe teachers' need in improving their learning professionalism. The researcher used modified components of evaluation, proposed by Marzano, Frontier and Livingston (2011), as the evaluation components. There were several considerations to decide it: (1) learning evaluation is stated in Minister of State Apparatus Empowerment and Bureaucracy Reform Decree No. 16 of 2009 which covers learning plan, execution, and assessment whereas, colleagues role in improving teaching professionalism is not stated in the evaluation; the elements stated in each area from Mazarno et al model could be the elaborations from indicators of Teacher Performance Assessment (*PKG*) working instruments; (3) the evaluation orientations were within the learning process and focused on teachers' effort to conduct it; (4) this evaluation could help teachers to identify learning problems completely using adapted elements from Mazarno et al elements; and (5) to plan evaluations based on the identified elements.

Self-Evaluation

Teachers self evaluation is a process where they make a decision upon the sufficiency and effectiveness of their knowledge, performance, trust, and influence toward their personal improvement (Freddano & Siri, 2012:1143). In a self evaluation, teachers identify, interpret, and decide the information toward the practice of their teaching themselves. Teachers made their own criteria framework, standard (to decide the sufficiency of their beliefs), knowledge, skills, and effectiveness. In the end, teachers decide the characteristics of profession development activities as consequences from self-evaluation themself.

Imai (2008: 48-49; 1998: 27) explained that identifying the need is the starting point of improvement. It appears from problem identifications. If there is not any problem identified, there will not be any acknowledgments made for the need of improvement. Once we notice the problem, it is a half way to success. It is not an easy job to notice the problem since teachers work in the class with students without any feedback from other parties. Teachers need instruments which contain elements of learning process in the class to help them apprehend the problems. Therefore, it can help teachers to identify arose problems. According to Liker & Hoseus (2008: xxix) problem would not be identified without any tools in the process. It makes people reluctant to develop their thinking and problem solving skills.

Teachers are guided to identify their strengths and weaknesses so that they can recognize their need to improve their professionalism. In order to recognize them, teachers' self-evaluation should be based on the belief that: (1) teachers need opportunities to grow in their profession; (2) teachers want improvements of their teaching practice and knowledge; and (3) teachers want and need information of their knowledge, performance, and effectiveness. Without any of those beliefs, self-evaluation could lead into inappropriate information for profession improvement since teachers give inaccurate information upon the real conditions.

Teachers' self evaluation toward the learning process could be conducted through students' assignments like what Deming (1994: 145) had conducted. According to Deming, teachers should not read the students' work to give them scores but use them as self-evaluation tools instead, to discover what teachers have done as a teacher; why they did not succeed and how to improve their teaching; to discover students who need special aids; to observe the assistance toward them; to discover students who make a well preparations and give them a reward upon their hard work. Self-evaluation becomes a media for teachers to reflect the subjects they have given to students and identify everything that has been achieved, what they have done, what the students have learned so far, and which target they have achieved, etc. Self-evaluation is the moment when teachers plan their new activities, set the target in the future, and decide which skills need to be improved.

Learning Evaluation

Marzano, Frontier, and Livingston (2011) classified learning evaluation into four areas, they are: (1) strategy and class behavior, (2) plan and preparation, (3) teaching reflection, and (4) collegiality and teacher professionalism. Marzano et al model emphasized on what happened in the class, especially teachers application on their strategy and behavior to improve students' achievement. The emphasis differ this teachers evaluation model with others. The area of strategy and class behavior is associated with what the teachers do in the class.

a. Area of Strategy and Class Behavior

The area of strategy and class behavior is related to what teachers do in the class and it had a direct impact toward students' achievement. The first segment is routine teaching activities which contain (1) learning objectives and feedbacks, and (2) rules and procedures. On the second segment, material content which covers: (1) interaction with new materials, (2) practice and knowledge elaboration, and (3) application and comprehension test. The third segment is about the behavior such as, (1) students engagement, (2) rules and procedures obedient, (3) teachers-students relation, and (4) high expectation.

b. Area of Plan and Preparation

Learning process can be optimized if it is well planned and prepared. Effective plan and preparation determine students' high achievement as the objective of learning. Plan and preparation covers three segments, plan and preparation of (1) subject materials and sub-materials, (2) learning media implementation, and (3) students' special need fulfillment.

c. Area of Learning Reflection

The area of teaching reflection depict teachers' concern toward their teaching practice and their ability to transfer their concern into their profession development plan which are supervised and decided well. There are two segments in this area: (1) evaluate individual performance, and (2) develop and apply profession advancement plan.

d. Area of Collegiality and Teacher Professionalism

Collegiality and professionalism are indirectly connected with students learning achievement. This area, however, gave an effective atmosphere to implement the

strategy and class behavior. Collegiality and professionalism do not only describe school characteristics but also individual and administrator responsibilities.

Danielson (2011) and Mazarno et al (2011) explained that teachers should maximally employ their colleagues' roles in learning plan and supervision in order to improve teachers' professionalism. The Ministry of Education and Culture decree does not state any optimization of colleagues' role within Subject Teachers Forum (*MGMP*).

Teachers or schools could use the result of learning evaluation as a self reflection media. According to Mazarno (2011: 46) there are two aspects that teachers' should concern with, evaluate self -performance, and develop and apply professional advancement plan.

Research Method

This study used descriptive quantitative method which described German learning process in Senior High School. The respondents of this study were German teachers of Senior High School who join in The Association of Indonesian German Teacher, Malang. They were consist of 28 teachers, 7 school principals, 7 heads of school quality assurance unit or academic development and evaluation, and 7 vice school principals. The data was collected using questionnaires and interview guidelines.

Lavrakas (2012: 653) elaborated that questionnaire was the main instrument to collect data in a survey study. Gilham (2004: 2) and Schwab (2005: 38) stated that it was another way to acquire information from people (or answering research questions). The information obtained from teachers' self evaluations questionnaires covered strategy and teachers' behavior in the class, learning plan and preparation, reflection, collegiality and professionalism. Self-evaluation instruments had been validated using focus group discussion, Delphi technique, and two tryouts. Self-evaluation instruments consist 96 questions with three-answer types; the first one is Aiken and Hage scale. Miller (1997: 277) showed the activity frequency starting from never-rarely-occasionally-frequently-always, noticed and unnoticed (Yes-No) activities frequency, and essay type. The last two parts from that instrument contain improvement plan related to the four areas and teachers need to support the improvement that would be conducted by teachers. The self evaluation data would be analyzed using descriptive analysis in form of percentage.

Based on Johnson and Christensen (2012: 198), interview is a data collection method where interviewer (the researcher or someone works for the researcher) gives questions to research participants. The interview was conducted toward school principals, heads of school quality assurance unit or academic development and evaluation, and vice school principals of curriculum affair. It was conducted in order to acquire information about learning plan, learning process, and implementation of learning quality assurance at schools. Also, It acquired strengths, weaknesses and problem encountered, collegiality life to support teachers' professionalism, and the efforts to conduct learning quality assurance.

Findings and Discussions

a. Strategy and Behavior in the Class

Self evaluation was conducted to discover teachers' strengths and weaknesses based on their own perspective in the four areas. In the area of strategy and teachers' classroom behavior, there were several informations acquired from teachers. Those informations were: delivering the learning objectives and giving appreciation to students in the beginning of the lesson, strategy to introduce new topic, application of the rules, and implementation of the agreed rules. Furthermore, the information also covered knowledge practice and reinforcement, knowledge application, student's engagement within learning process, communication building with students, showing respect to students, learning result assessment, and learning satisfaction.

The result of the questionnaires given to 28 German teachers in East Java showed that some teachers had applied most of strategy and class behavior aspects in the class. Teachers start the class by delivering the learning objectives to students. There were 48.15% of teachers who always deliver their learning objectives, make notes of students' improvement in learning, and map them out. All the teachers, however, did not make any learning contract in the beginning of the semester. In the beginning of the learning process, teacher did not compose any class rules with students as it is part of the main routines. Also, teacher did not arrange the classroom setting which enable students to move easily, and decorate the classroom with students to make them focus on the subject.

There were some strategies applied by teachers to direct the students to interact with the new materials. They were explaining what the material use for in the beginning of the lesson; dividing materials into sub-materials to make students comprehend them easily; and observing students comprehension through group work. Besides, teachers also guide students to draw conclusion and create new materials visualizations (graphics, pictographs, flow charts), and ask questions. The result of data analysis showed that the most common strategy used by teacher was inquiring (85.9%) and the rest strategies were hardly ever chosen by teachers.

Teachers need to apply other strategies in order to reinforce or apply students' knowledge toward new materials. Those strategies are: arranging students group to finish reinforcement tasks; observing their performance within the group; giving home works and monitor their accomplishment; guiding students to compare and observe diversities; acquiring reasons; and giving project and monitor its accomplishment. This strategy belongs to the area of cognitive analysis. Data showed the explanation of the use of material about to be discussed was rarely conducted by teachers (according to 81.48% teachers). Also, teachers infrequently divide students into small groups to discuss new sub-materials, never monitor students' ability to integrate their prior knowledge to the upcoming materials, and give assignments which require students' analysis competence.

Teachers should give attention not only to the strategy of comprehending the materials, but also the implementation of the knowledge towards students' daily lives. However, they rarely or never conduct that strategy which requires analytical level of Bloom's taxonomy skills. Particular strategies such as ordering students to make hypothesis of problems related to the knowledge they have got or engaging them into complex tasks (decision making, problem solving, experimental investigation, and research) which require them to test their hypothesis are the strategies that can be applied to develop students' analytical thinking to identify a problem.

Teachers need to involve the students into every learning activity in the class because it is for students themselves. Learning by playing games, debate, using unique story, are some strategies that can be applied to motivate the students to be actively participated in classroom activities while teachers monitor students' focus and assessing

their performance. In this case, teachers should exactly know the time when students are less motivated. The data showed that majority of teachers rarely use those strategies.

However, 96.30% teachers monitor students' participation in classroom activities, 88.89% teachers exactly know when students are less motivated, and 88.89% teachers show their enthusiasm when students try to explain a material related to their interest.

In order to know the degree of students' obedience towards a rule or procedure, teachers are required to: (a) showing witness (teachers are aware of the variation of students' behavior which may raise potential problems and able to solve them), (b) implementing consequences for any violation of a rule or procedure, and (c) giving an appreciation of students' obedience towards a rule or procedure. 92.59% teachers state that they often reprimand the students when they disobey the rule and 85.19% teachers give consequences constantly and fairly when students disobey the rules. Moreover, 70.37% teachers give rewards to students who obey the rules by giving points or any other kinds of rewards. 70.37% teachers monitor students' awareness towards classroom environment and identify some possible problems. 81.48% teachers try to discover the causes of students' indisciplinaries.

In order to build a communication with students, teachers may design some activities which can correlate the materials and students' interest. However, there are only 59.26% teachers who conduct this. The majority of respondents stated that they rarely bring humor to the class and rarely give smiles to the students. Classroom was totally under teachers' control. Teacher's respect shown in teaching and learning activity can emerge the feeling of being respected among the students. Majority of teachers (92.59%) could identify students who belong to low achievers and show attention verbally or non-verbally. Those low achievers receive special attentions from teachers so that they can actively participate in learning activity. Teachers try to help those students by making simple and easy questions and giving them extra time to answer those questions. 74.07% teachers were not satisfied with their students' achievements.

b. Planning and Preparation

Teaching and learning activity can be carried out if it is well planned and prepared. Things that need to be prepared are the content of the materials, media, and students' specific needs. The result of teachers' self-evaluation shows that most of teachers (96.30%) always choose the materials related to students' actual condition, 66.67% teachers choose the strategies that students like, 85.19% teachers consider the correlation between previous materials and the new materials, 48.15% teachers arrange the materials into some subs materials in order to make the students easier to understand those materials, 66.67% teachers make the indicators based on learning objectives so that students are able to achieve the minimum standard score (*SKM*).

51.85% teachers construct teaching design with other teachers of the same subject in order to improve their professionalism. In this planning, 70.37% teachers try to find the available tools and materials and 66.67% design the way to use those tools and materials to improve students' comprehension. The different characteristics of the students were considered by 85.19% teachers in planning and preparing teaching and learning activity. Nevertheless, most teachers rarely consider students' individual needs and their process of adaptation towards certain materials.

c. Learning Reflection

The third aspect to the successful learning activity is self-performance evaluation. Marzano (2011:46) stated that there are two aspects which should be noted by teachers: evaluating self-performance and developing and applying professional development plan. When teachers evaluate their self-performance, they should describe it into systematic action. There are two activities belong to this aspect: (a) developing developmental plan in written form, and (b) monitoring the progress of professional developmental plan.

The result of self-evaluation of German teachers to the area of learning reflection showed that almost all respondents ask about students comprehension to the content of material that they have learnt recently, realize the weakness to teach, ask their colleague to overcome teaching weakness (51,85%), identify their failure causes of teaching from students' achievement (70,37%), ask the students about unpleasant things while learning that they have done (66,67%), evaluate the effectiveness of delivering material

(66,67%), ask the students about teaching strategy that they do not like (59, 26%), and change teaching strategy and give attention to individual differences of the students in the class (66,67%). However, 62, 96% teachers gave the students assessment to the comprehension by assessing technique that did not have variations, and less than a half teachers provide more time to the students whose scores have not reached minimum standard score (48, 15%). More than a half respondents rarely make profession development plan with particular targets in written form (62,96%), rarely make a progress note of profession development (51,85%), and rarely discuss profession development plan with colleagues/ senior.

d. Collegiality and Professionalism

The forth area that indirectly gives important role to high achievement of the students is collegiality and professionalism. It colors the other three. It means that in the learning process, colleagues have a big role in giving information for learning process conducted by a teacher. A teacher knows the strength and the weakness through colleagues' observation in the learning process.

The result of teacher's self-evaluation showed that to build a positive job environment, teacher should have positive interaction with colleagues, students, and students' parents. Some of the respondents (59,26%) decided learning material, analyzed the material, and discussed problems they faced with the colleagues to map out and prepare the lesson. Besides, only few teachers (25.93%) need feedback to realize sharing ideas and teaching strategy in the class, and 74.07% gave suggestions to their colleagues who ask for related to teaching strategy. 55,56% teachers need to develop their professionalism.

Based on the result of self-evaluation, teachers plan to improve on those four areas, especially for the following elements.

Table 1
Improvement Plan

No.	Improvement Elements	Teachers
1	deliver the learning objectives of the class so that students could understand	25%
2	make each of students' note/graphic development in achieving their learning objectives	50%
3	map out each of students' learning improvement within the class	35,70%
4	throw questions toward students to check their efforts	14,28%
5	decorate the class altogether with students to make them more focus on the subject	10,71%
6	set a mini debate among students to maintain students' participation	10,71%
7	consider students' different characteristics	14,28%
8	compose lesson plans with other teachers of the same subject	32,14%
9	create a design of tools/material utilization to improve students comprehension	10,71%
10	consider students' individual learning needs	17,85%
11	conduct course analysis with colleagues	25%
12	save a special time for students whose score below minimum passing grade	17,85%
13	make a personal profession improvement record	35,71%
14	discuss with the colleagues about the problems faced in the teaching	21,42%

From that table, we know that teachers will improve the learning process, from planning, executing, and reflection. Half of the respondents realize that map students' capability out had not been applied. Therefore, teachers will map students' achievement out in the class, make an improvement graphic, and ask the teachers' colleagues to advise or suggest about the lesson, plan together, and discuss learning problems. The importance of feedback from colleagues, principal, supervisors, or learning/ subject experts could be seen from the expectations that were stated by teachers as follows.

Table 2
Necessary Supports

Necessary Activities	Frequency
intensively discuss with colleagues	53,57%
observe other teachers' teaching	39,28%
feedback from colleagues	42,85%
feedback from principal/supervisor	17,85%
learning method/evaluation training	21,42%
German learning method workshop	60,17%
continue study to the higher degree	32,14%
coaching by principal/supervisor/expert	21,42%
guidance by principal/supervisor/expert	14,28%

Conclusion

The objective of learning process at school is to reach students' maximum achievement. According to the four areas as the basis of this study, the researcher discovered that teachers have done most of the elements activities within those areas. The information about the weaknesses could guide teachers identify the aspects which need to be improved further learning improvement. There were several weaknesses of German teachers of senior high school in Malang. (1) Learning innovation, especially for senior teachers, which was less optimum, and gave less attention toward students different characteristics; (2) Lesson plan and preparation: arranging lesson plan was held once a year in form of workshop, and knowledge or skill facilitating was not based on teachers need but based on local department of education program. There was not any content validity mechanism upon individually composed lesson plan. (3) Reflection: proper supervision mechanism which should be conducted by principal and supervisor was to fulfill administration requirement only. It had not reached learning process in the class. It caused the teachers did not receive any feedbacks upon their teaching either from principals, colleagues, nor supervisors. (4) Collegiality and professionalism: implementation of education and training (*diklat*), workshop, and seminar by schools or education department had not been related to teachers' actual need in the class. The assistance toward new or incompetent teachers was far from optimum. The Association of Subject Teachers (*MGMPS*), as the professional learning community, had not been

optimally contribute neither in plan and preparation of a learning, process of learning, or give feedbacks for each member.

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