



Tri Nga (Ngeri, Ngrasa, Nglakoni) Based Teaching Practice Assessment Model

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Abstract: This study aims to develop a more comprehensive assessment model in teaching practice and to support the realization of prospective teachers/educators who are skilled at teaching through PPL/PLP activities. This research method used research & development model of Borg and Gall with 10 stages. The data collection process was carried out by tests, interviews, questionnaires, observation and documentation. Technique of data analysis that used in this study is descriptive statistics. The result of the study showed that there are three phases in the implementation of the assessment model. First, Got It; students have knowledge related to teaching practice activities that are assessed through tests (objectives and descriptions). Second, feel; the ability to internalize the personality and social competencies that are assessed through observation sheets and thirdly, Acting; performing with complete sincerity which is assessed through performance. With a score of 89.36 from the three validators, this Tringa-based assessment model is suitable for use in teaching practice.

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Introduction

One of the progresses made in assessment studies is a paradigm shift, which initially only focused on a test form, but has now adapted to the student's learning experience. The hope is that an assessment will contribute solidly to improving learning. Assessment is a process of collecting and processing information that aims to determine students' progress and learning outcomes (Black & Wiliam, 1998; Lang & Wilkerson, 2008; Scritchfield, 2002; Stobart, 2010).

Field facts show that there are difficulties experienced by prospective teachers in integrating aspects of knowledge and skills that are in accordance with current conditions. Lack of creativity is shown by the teaching style as it is without innovating planning, implementation and assessment in the learning process. In addition, the lack of communication and collaboration skills can be seen from observations on the personality and social aspects given. It is supported by the findings of the documentation of the learning tools used and the provision of a reasonably low score by lecturers and teachers, scored 65.8, which falls into the relatively low category.

Students' teaching practice ability can be measured through a comprehensive assessment process. Teaching practice activities not only assess skills (psychomotor) during teaching, but start from knowledge related to theory (cognitive) and attitudes (affective) during the PPL/PLP program process. In addition, the coherence and integration of lecture



experiences with field facts, observations made and collaboration between parties are essential factors in teaching practice activities (Darling-Hammond, 2006).

Various research results related to assessment have been carried out, including: The type of assessment carried out must vary according to the CPL (Capaian Pembelajaran Lulusan) and CPMK (Capaian Pembelajaran Mata Kuliah) to be achieved (Julaeha & Sapriat, 2016). Furthermore, Van de Grift, Wim, et al (2014) say that various instruments can be used to monitor the development of teaching skills of prospective teachers. It can be seen that the various types of assessments can be used as a reference to determine the progress and learning outcomes of students. There are three approaches in conducting an assessment, namely, assessment for learning, assessment of learning, and assessment as learning (assessment for learning, assessment of learning, and assessment as learning) (Arends & Kilcher, 2010; Lee et al., 2020; Leung, 2007; McMillan & Hearn, 2008). This approach implies that the test is one of many tools for conducting a learning assessment (Turnipseed & Darling-hammond, 2015).

Based on the observations made during his tenure as a teacher, it is necessary to have a comprehensive teaching practice assessment model so that this activity can be carried out optimally. One is adopting the teachings of Ki Hadjar Dewantara (KHD), namely Tri Nga in the teaching practice assessment process. Tri Nga which consists of Understanding, Feeling and Ngelakoni is a philosophy that has the meaning 'so that in the teachings of life or our ideals it is not enough to know and understand, if we do not realize, implement and fight for it' (Astorius Tulus, 2020). Various studies have been carried out related to KHD thinking in the world of education including: The implementation of Tri-Nga teachings in lectures, proving that the Tri-Nga approach can guarantee the achievement of cognitive, affective, and psychomotor competencies (Nadziroh, 2017); Implementation of Tri Nga in design lessons (Gavina, 2021); Ki Hadjar Dewantara's teachings in improving the character of basic education students in the industrial revolution 4.0 (Nisa & Prasetyo, 2020)

The existing literature shows that there is no study of KHD thinking related to Tri Nga (Nerti, Ngerasa and Ngelakoni) in terms of the perspective of assessment in teaching practice activities. Therefore, the purpose of this research is to develop an assessment model for teaching prospective teachers using the Tri Nga approach.

Research Method

In this approach, "research and information gathering, planning, development of initial product forms, initial field tests, main product revisions, main field tests, operational product revisions, operational field tests, final product revisions, as well as dissemination and implementation" are all required steps. Conceptually, the research and development approach includes 10 general steps, as described by (Borg & Gall, 1983). UIN STS Jambi Campus students and Yogyakarta Tamansiswa University at SD and Madrasah in each region spearheaded this activity. Tests, interviews, questionnaires, observation, and documentation carried out the data collection process. The data analysis technique used was descriptive statistics. The researcher can calculate the total score of the assessments carried out by the learning residents and then calculate the average efficiency assessment of the model.

Results and Discussion

Tri Nga Philosophy (Understand, Feel, Do)

Tri Nga is one of the philosophical legacies of the nation's noble values left by Ki Hajar Dewantara, including the understanding aspect. Feel and Act. The Tri-Nga concept can be applied at the elementary school (SD) and tertiary levels. At the tertiary level, learning



obtained through the Tri Nga concept begins with the stages of understanding (cognitive) with reason, feeling (affective), namely responding, appreciating, upholding values and nglakoni (psycho-motor) namely acting in a guided manner (Suparlan, 2016).

Ngerti (Understand)

Ngerti means, in Indonesian, understanding is a condition in which a person can understand the information or knowledge he has acquired. Understand that if it is related to the cognitive domain, there are stages of thinking from simple to complex levels, from the easiest to the most difficult levels, and from mild competence to heavy competence (Djohar & Istiningsih, 2017). Cognitive assessment is an activity carried out to measure the knowledge mastery of female students, (Putri, et al, 2022). The cognitive domain can measure students' ability to explain facts, concepts, procedures and metacognitive knowledge (Yusnaldi, 2021). Systematically the cognitive domain has levels of thinking as listed in Krathwohl's revision and is often used in formulating learning objectives that we are often familiar with C1 to C6 as follows: Remembering, Understanding, Applying, Analyzing, Evaluating and Creating (Jarrett, Thorndike, & Hagen, 1956). Ultimately, the purpose of the Understanding phase is to increase the student's knowledge.

Ngerasa (Feel)

Ngrasa, which means feeling, can make students more sensitive, responsible, and aware of what they have received. For further details The Ngrasa stages can be structured as follows: (1) nampa: accepting what is without processing, (2) responding: reacting or interacting with processing, (3) nyondro: assessing or criticizing, (4) assembling: organizing, structuring or building values received, (5) belongs to: internalization or characterization (building identity, building personality, characterizing, personalizing and symbolizing. This phase aims to make students more responsible and have the sense to do their best (Djohar & Istiningsih, 2017).

Nglakoni (Do)

Practicing what we have learned it means understanding it. Nglakoni has strata or stages of quality improvement from the simple stages to the complex stages: Modeling, Engineering, Achieving accuracy from trial and error, Articulation and Naturalism. (Djohar & Istiningsih, 2017). At this stage students will practice everything they have learned. The success in implementing the Tri Nga concept is when students have understood all the concepts and theories of learning through the mind then feel and live with their feelings, and can carry out or implement the knowledge that has been obtained in people's lives.

Teaching Practice Assessment Model Based on Tri Nga

The purpose of developing this teaching practice assessment model is to support the realization of prospective teachers killed in teaching through PPL/PLP activities. These objectives adjust the formulation of graduate learning outcomes (CPL) and course learning outcomes. The implementation of these activities is carried out by first ensuring that students master the basic concepts of teaching at the understanding stage, followed by the stage of compiling appropriate learning tools at the feeling stage, and implementing what students have mastered and designed with teaching practices at the nglakoni stage. The function of developing this tri-nga-based assessment model is to help create prospective educators with good teaching skills by first mastering the concept of learning, designing learning tools and being skilled in practicing them in the learning process. Some of the advantages of this tringa-based assessment model include that this assessment model can assess holistically both aspects of attitudes, knowledge and skills in teaching practice.

This model can also make the learning process meaningful because it teaches students to practice directly the basic teaching concepts that have been mastered. This tringa-based assessment model indirectly this tringa-based assessment model participates in preparing qualified SD/MI educator candidates and will also affect the quality of human resources of educators and students who will be educated in the future.

The weakness of this model is that if one of the steps is skipped, it will not be possible to create a skilled teacher candidate in the teaching process. This assessment model must also be carried out following the steps to maximize the results obtained. In addition, the stage of feeling can also be done at the same time as doing. This will be related to the assessment carried out by the field supervisor and tutor teacher. The feeling assessment process can only be done by students showing their behavior in the teaching process and socializing with the school community.

In practice, the PPL/PLP activities are an effort to provide direct experience for prospective teachers to hone their teaching skills. Therefore, a comprehensive assessment is needed to determine whether the student has mastered the process. The Tri Nga assessment model implies that the assessment process must be preceded by the knowledge possessed so that a feeling of responsibility arises to do it seriously. So, teaching practice assessment can be done with the right instrument in accordance with the student's learning experience.

Table 1. Syntactics of the Tri Nga-Based Teaching Practice Assessment Model

Stages	Appraisal Form	Perpetrator
<p><i>Ngerti/Understand</i></p> <ul style="list-style-type: none"> • Learning theory • Curriculum Concept • Pedagogy • Learning model • Learning methods and strategies • Media and learning resources/ICT • Assessment in learning • Learning environment management • Learning Media • Basic Teaching Skills 	<p>Test: Objectives Essays</p>	<p>Prospective and teacher</p>
<p><i>Ngrasa/Feel</i></p> <ul style="list-style-type: none"> • Internalize the values of personality and social competence in compiling and designing learning tools • Internalize the value of personality and social competence in daily life 	<p>Observation: Observation sheet: Personal and Social Competence Self-assessment sheet and peers</p>	<p>Field Supervisor and Civil Service Teacher Prospective teacher</p>
<p><i>Nglakoni/Doing</i></p> <ul style="list-style-type: none"> • Practicing learning theory in accordance with conditions during teaching practice • Implementing models, methods/strategies, media, assessments and learning tools • Practicing Basic Teaching Skills (KDM) 	<p>Performance Portfolio</p>	<p>and Field Supervisor and Civil Service Teacher</p>



Each phase can be explained as follows:

Phase 1:

Ngerti: Before teaching practice, students first assess their cognitive abilities to ensure mastery of the theory of teaching practice obtained previously. Such as his knowledge of learning theory, learning model theory, methods, assessment media and preparation of learning tools. At this stage, students will also be asked to work on questions like objective tests and descriptions.

Phase 2:

Ngrasa: Students can internalize the values of personality and social competence at this stage by compiling or designing learning tools based on theories mastered at the understanding stage, namely being able to compose or design learning tools based on learning theories—appropriate models, methods, media, and assessments. In addition, students are also required to be able to internalize these personality and social competencies in society. The assessment at this stage is carried out by the civil servant teacher, colleagues and himself on attitudes and behavior through observation. So that this phase requires students to be able to apply these values.

Phase 3:

Nglakoni: At this stage, students can practice learning theories under the conditions during teaching practice and implement models, media methods, and devices previously arranged during teaching practice. So this assessment model is carried out by assessing the knowledge aspect of the student first; after being said to have passed phase one, it can be continued in phase two. And so on until the student has the right to practice teaching. Teaching practice will be assessed through observations on performance and portfolio collection by field assistant lecturers and tutor teachers.

This teaching practice assessment model has gone through a validation stage by various experts, including student affairs material experts, linguists and evaluation experts. The following are the results of the recapitulation of the 3 experts.

Table 2. Validator Recapitulation

No	Validator	Score	Qualification
1.	Student Affairs Materials	85,94%	Very good
2.	Language	92,86%	Very good
3.	Evaluation	89,28%	Very good
	Amount	268,08	
	Average	89,36	Very good

The recapitulation results of three expert validators obtained an average score of 89.36 with very good qualifications. Therefore, according to the qualification level of eligibility, the Tri Nga-Based Teaching Practice Assessment Model (*Ngerti Ngerasa* and *Ngelakoni*) is feasible. Thus, these three concepts based on Tri Nga can be applied in assessing prospective teachers in tertiary institutions so that the measurement of prospective teachers' abilities can be comprehensively assessed and analyzed.

Conclusion

The study concludes that the developed Tri-Nga-Based Teaching Practice Assessment Model is an assessment model whose implementation is carried out through the understand, feel, and action stages. At the understanding stage, students will be asked to work on questions in the form of objective tests and descriptions. In the feeling stage, students are assessed for the ability to internalize their personality and social competencies through observation sheets. While at the understanding stage, students will be assessed through their performance in



carrying out teaching practices. Based on this statement, the Tri Nga-based assessment model can be a comprehensive assessment in assessing the teaching practice skills of prospective teachers in the PPL/PLP program. The critical point is that this activity is a manifestation of student service to the community, which can ultimately be an input in improving the quality of education.

Recommendation

The results of this study recommend a Tri Nga-based assessment with the concept of understanding, feeling, and action. If this policy is implemented, we can measure and improve the quality of prospective teacher graduates in all tertiary institutions. Because it is not only his understanding that is valued but his attitude and skills are also valued.

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