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The Development of Teacher Performance Assessment Instruments in Boarding School

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Abstract: The objective of this study is to create a tool for evaluating teachers' effectiveness in boarding schools. Planning and preparation stages, instrument testing, and measurements were used in this study to implement research on the creation of the Mardapi model instrument. In order to generate instrument items, the planning and preparation stage tasks included a literature assessment of teacher performance appraisal manuals. Data were gathered utilizing documentation approaches, and descriptive and qualitative analysis was performed. Six specialists validated the built instruments, which were subsequently put through limited testing at two boarding schools and extensive trials at nine boarding schools in Surakarta residency area. The Aiken formula was used to examine the expert's evaluation data, and confirmatory factor analysis was used to analyze the test results. The results of this study indicate that the instrument for assessing teacher performance in boarding schools meets the validity criteria. This is indicated by the existence of loading factor values ranging from .51 to .72 ($>.4$) and t-sign values ranging from 4.75 to 9.25 (>1.96) and meeting the requirements of a fit model since Chi-square = 1307.95 < 2524 ($2*df$), p-value = .17956 ($>.05$), and RSMEA value = .014 ($<.08$). The instrument items are reliable assessment packages, and this is shown by the reliability value of omega .967 $>.70$. Because there is a guarantee of validity and reliability, the test can be used to further assess teacher performance in boarding schools.

Keywords: *Assessment, boarding school, teacher's performance.*

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Introduction

Boarding school is a fairly typical education model (Husna et al., 2021). This educational approach is an amalgamation of religious instruction and formal education (Child, 2018). The existence of an endless moral crisis makes boarding schools a model of education that is much needed and in great demand by the public (Hasmayni et al., 2019; Thahir, 2014). According to Fathurrochman et al. (2021), the number of schools operating the boarding school model in 34 provinces reaches 26,974 units and exceeds the general education institutions which is only recorded to be 12,668 units.

The boarding school education model has quite tough challenges (Indra, 2017). This is because the society has high expectations for boarding institutions (Ulum et al., 2021). This school is expected to be able to provide adequate religious education on the one hand and provide general knowledge on the other hand, so that the demands on the performance of boarding school teachers are higher than teachers in public schools (Ilyasin, 2020; Laiser & Makewa, 2016).

From the perspective of time, teachers are obliged to work 24 hours or a day and night in supervising and guiding students. From the aspect of scientific insight, a balanced religious and general insight is needed (Santoso et al., 2020). In the aspect of religious knowledge, boarding school teachers are expected to possess larger and deeper religious insight than the religious competence of teachers from public schools. This is considering the existence of boarding schools as religious schools to be expected in providing more religious knowledge than students studying in public schools (Fauzi et al., 2022). From the social perspective, good and inventive communication skills are required because the amount of time to interact with students is rather long. From the psychological aspect, it takes maturity to think and act because

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teachers become parents who live with students (Prasetyo, 2016). Due to those important factors, the evaluation of teacher performance in boarding schools is different from that of teachers in public schools. This has implications for the need for special teacher performance assessment instruments in boarding schools.

Temnyatkina and Tokmeninova (2018) stated that teacher performance assessment can be classified into two criteria, based on student accomplishment and teacher duty observation. Based on the first criterion, it means that the teacher gets a high-performance predicate if the student has good achievement, while based on the second criterion, the teacher is considered having high performance if the result of field observation shows that the teacher carries out his professional teaching duties well. Hébert (2017) and Putra et al. (2022) state the same thing that evaluating teacher performance involves evaluating teacher assignments.

Regarding teacher performance evaluation, there have been many research findings on teacher performance assessment instruments. Gómez López and Valdés (2019) analyzed teacher performance in universities. Research data were collected using a teacher performance assessment instrument according to the teacher's functions and duties. This study succeeded in offering suggestions regarding teacher responsibilities in general. Kusumaningrum et al. (2019) did the same thing, namely, to develop instruments for measuring teacher performance in the aspect of maintaining teacher dignity, teacher services, and organizations. These study tools can be used as a foundation for creating teacher performance evaluations in boarding schools but need further improvement, particularly with regard to the social and psychological components of instructors in boarding schools.

Stacey et al. (2020) had also developed an instrument for assessing teacher performance from the aspect of using international literacy in lesson planning. Research focuses on evaluating teaching planning and preparation, teaching practice, and student work. However, assessment instruments do not explore the personality of teachers. The same task was also completed by Akyuz (2018), namely, creating a tool for assessing teacher performance in the aspect of knowledge about pedagogical content. The results of this study are quite good in supporting the development of teacher performance assessment instruments, especially for those related to lesson plans. However, this tool is not sufficiently thorough to assess teacher effectiveness in boarding schools. Hébert (2017) succeeded in developing a more comprehensive assessment of teacher performance, which includes planning and preparation of lessons, teaching practice, and assessment of student learning outcomes. However, the evaluation of teacher performance in boarding schools is insufficient due to variations in underlying religious conditions and the local social and psychological climate.

Bertule et al. (2019) had succeeded in developing an instrument for measuring teacher performance in the twenty-first century, but the developed instrument does not touch religious values. The findings of this study are significant for the basis of developing instruments for evaluating teacher performance in boarding schools because the current demands of teachers are not only able to provide sufficient religious understanding but also equip students with skills so that they can function in the twenty-first century. Based on the explanation above, it is necessary to develop instruments for comprehensive teacher performance measurement, covering pedagogic, professional, social, and personality aspects and suitable for boarding schools.

This study is significant for several reasons: 1) the number of educational units with the boarding school model is quite large so its effectiveness needs to be evaluated, 2) the large number of educational units using the boarding school model implies the number of teachers required so that their performance needs to be evaluated, 3) the findings of a thorough and accurate teacher performance assessment can be used as parameters and benchmarks to measure the effectiveness of boarding schools, 4) the results of a comprehensive and accurate teacher performance assessment require a valid and reliable instrument and by the condition of the object to be measured. This study aims to develop a comprehensive, valid, and reliable teacher performance assessment instrument in boarding schools.

Literature Review

According to the Law on Teachers and Lecturers, Number 14 of 2005, and Regulation of the Minister of Education Indonesia Number 13 of 2013, teachers must possess pedagogic, personality, professional, and social abilities. Pedagogical competence is the ability to manage learners' learning. According to From (2017), pedagogical competence is competence in using attitudes, knowledge, and teaching skills to help students improve. Pedagogical competence consists of mastering students' characteristics from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects, mastering learning theory and principles of learning that educate (Rahayu et al., 2020). It is also stated that pedagogical competence develops curriculum related to the subjects being taught; plans educational learning (A. Hakim, 2015; Hartini et al., 2018); utilizes information and communications technology for learning purposes; facilitates the development of potential learners to actualize the various potentials they have (Simons et al., 2017); conducts assessment and evaluation of learning processes and outcomes; uses the results of assessment and evaluation for the benefits of learning; and, according to the national education system, Law Number 20 of 2003, and Regulation of the Minister of Education Indonesia Number 16 of 2007, is the ability of the teacher to perform reflective actions to improve the quality of learners.

According to Nuraini et al. (2021) and Utami et al. (2020), personality competence is a teacher's ability reflecting a steady and wise maturity attitude and good character. Particularly, according to Ayu and Marzuki (2017), the personal

competency of Islamic education instructors must encompass at least four characteristics, namely, humility, wisdom, courage, and fairness. Humble is the reflection of attitudes like shame, courtesy, piousness, and discipline. Being wise includes broad knowledge, rational thinking, creativity, criticality, and optimism. Courageous includes dignity, responsibility, generosity, patience, and self-restraint. Fair includes firm, not arbitrary, objective, and positive thinking. According to Al-Zarnuji (1996), the teacher's personality traits include self-care, maturity, authority, politeness, and patience. This book, frequently studied in Islamic boarding schools, shows that there will be personality needs that must be correctly identified for teachers in Islamic boarding schools. Therefore, this indicator is ideal for evaluating the professional competency of instructors at Islamic boarding schools.

Rusilowati and Wahyudi (2020) stated that social competence includes the teacher's ability to communicate and interact with students. The ability to communicate includes the teacher's ability to employ diction, narration, and expressions when teaching. Furthermore, the teacher's ability to interact with students includes the teacher's ability to adapt to students to make open and friendly interactions. According to Salminen et al. (2022), social competency can be developed via learning and participation in various social interactions with coworkers and friends of all ages. A similar opinion is also conveyed by Pahrudin et al. (2016) confirming that social competence is competence related to the relationship between teachers and the environment or the public interest, people who are at school or outside school, communication, and interact with school residents and have values, behavior, and ethics. Meanwhile, according to Japar and Fadhillah (2019), the ability to communicate effectively needed in the school setting is the ability to communicate with students and the ability to communicate effectively with the school principal, other teachers, educational staff, parents, and the surrounding community.

Professional competence includes the teacher's ability to master scientific substance and broaden and also deepen knowledge in their field (Kaiser et al., 2017; Rusilowati & Wahyudi, 2020). According to Fauth et al. (2019), professional competence includes a teacher's knowledge, confidence, self-efficacy, and excitement. The teacher's knowledge consists of content knowledge and pedagogic content knowledge (Angeli et al., 2016; Evens et al., 2015). Pedagogic content knowledge includes the knowledge of tasks that foster student understanding, knowledge of effective explanations and instructional techniques, and knowledge of students' preconceptions, misconceptions, and the common challenges they face during learning (Van Driel, 2021). Belief in teaching can be divided into two: the first is the one that views students as subjects. The assumption is that students become a construct of knowledge as a result of active learning. In the second view, the student as an object, the implication is that students become recipients of knowledge as a result of less active learning (Bereczki & Kárpáti, 2018; Buehl & Beck, 2015). Self-efficacy is related to the capacity to overcome obstacles and produce something (Yoo, 2016). Enthusiasm is the teacher's self-perception regarding the enjoyment and pleasure of teaching (Lazarides et al., 2019). The effectiveness of teachers in Islamic boarding schools has disparities with the performance of teachers in non-boarding schools. Islamic boarding schools are a place to graduate religionists so that teachers must have more religious knowledge than nonreligious teachers; from the aspect of personality, Islamic boarding school teachers are expected to have excellent personalities and great social skills because they accompany students for 24 hours (Fauzi et al., 2022). The instrument for evaluating teacher performance in Islamic boarding schools is different from non-Islamic boarding schools. In light of these factors, it is vital to create a teacher performance assessment tool specifically for instructors in Islamic boarding schools.

Methodology

Research Design

This research adopted the instrument development research model developed by Sumaryanta et al. (2018). The research process includes planning and preparation, trial/instrument testing, and measuring tasks (Fakhriyah et al., 2019; Ramadhan et al., 2019; Retnowati et al., 2021; Setiawan et al., 2019). Activities carried out in the planning and preparation stages consisted of literature reviews related to the functions and duties of boarding school teachers as well as their unique aspects. Reviewed books consist of manuals for teacher performance assessment (Kementerian Pendidikan dan Kebudayaan [Ministry of Education and Culture], 2016), teaching and learning in boarding school (Al-Zarnuji, 1996). Data were collected by using interviews, and then the descriptive and qualitative methods were analyzed by data reduction, display, and inference. The anticipated outcome is the construct of the teacher's performance measurement tool at the boarding school. After the instrument construct was obtained, the next activity was to compile and assemble the instrument to become an instrument package. The instrument package was then evaluated by the expert and provided feedback regarding the compatibility of the measurement aspect with the indicator and the suitability of the indicator with the statement once a validated instrument package was received. Six experts were involved in this research encompassing two education experts, two measurement experts, one religious expert, and one evaluation expert. The expert evaluates the suitability of the measurement component with the indicator and the suitability of the indicator with the statement item. Instrument assessment data was collected using an assessment sheet. The data from the expert assessment results were then examined using the Aiken formula. The instrument is said to be valid if the calculated V Aiken value is $> V$ Aiken table (0.79) (Subando et al., 2020; Subando, Kartowagiran, et al., 2021).

The second phase included a trial: the validated instrument is then tested on a limited and expanded basis. The instrument package was tested in two institutions – Assalam and Imam Syuhodo Boarding School – involving 190 student

respondents. Respondents were asked to provide an assessment of teacher performance, and the results of the respondent's assessment were then analyzed using confirmatory factor analysis and structural equation modeling.

Sample and Data Collection

Valid and reliable instrument items were then assessed using an enlarged scale. The expanded scale trial involved 1232 respondents consisting of 1042 students (female: 626; male: 426), 253 teacher colleagues (associate degree: 96; bachelor's degree: 152; graduate: 5), and 178 school principals/deputy principals (bachelor's degree: 137; graduate: 16). Respondents came from nine boarding schools in the former Surakarta residency, namely, Ummul Quro Sukoharjo, Ta'mirul Islam Surakarta, Darut Taqwa Klaten, Al Muayyad Surakarta, Darul Ihsan Sragen, Darul Ulum, Muhammadiyah Boarding School Klaten, Ibnu Abbas Klaten, and Walisongo Sragen.

Analyzing of Data

Instruments are developed with the following steps: preparation of instrument constructs, preparation of instrument items, expert validation, limited trials, and expanded trials. Expert assessment data is examined using the Aiken formula, and trial data is studied using confirmatory factor analysis (CFA) and structural equation modeling (see Table 1). The data from teacher performance assessment results were then analyzed using CFA to obtain a description of its validity and reliability. Instrument items are deemed genuine if the loading factor value is $> .4$ and the t -value is > 1.96 (Fan et al., 2016; Murray et al., 2019; Subando, Kartowagiran, et al., 2021). The measurement model is considered as the model fit criteria if the Chi-square value $< 2 df, p >= .05$, and RMSEA $\leq .08$, and the instrument items are said to be reliable if the omega value $> .7$ (Abd Hamid & Sulaiman, 2016; Choi & You, 2017; Khreisat & Mugableh, 2020; Marsh et al., 2020; Subando et al., 2020).

Table 1. Research Method Summary

Stages	Activities	Expected results	Data source/ respondents	Data collection technique	Data analysis technique
Planning and preparation	Literature review	instrument construct of teacher performance assessment	Teacher performance assessment manual book	Documentation	Descriptive qualitative
	Instrument validation	Validated instrument	6 experts	Delphi, instrument assessment questionnaire	Aiken formula
Trial	Limited trial	Valid and reliable instrument	190 students	Teacher performance assessment questionnaire	Confirmatory factor analysis and structural equation modeling
	Extended trial	Valid and reliable instrument	Students, principals, and teacher's colleagues	Teacher performance assessment questionnaire	Confirmatory factor analysis and structural equation modeling
Measurement	Teacher performance assessment	Teacher performance description	Teacher	Teacher performance assessment questionnaire	Descriptive statistics

Findings/Results

The results of the literature review are obtained as follows: The teacher performance assessment instrument consists of four competencies; pedagogical, personality, social and professional competencies including the teachers' ability to understand students, able to plan learning activities, able to carry out learning activities, able to develop the potential of students, and can evaluate learning, have a solid personality, stable, mature, wise, authoritative, noble character, can be used as an example, patient and able to maintain self-esteem, able to communicate effectively with students, principals, fellow teachers, educators, parents, and the community, and mastering scientific substance in their field of expertise, having depth and breadth related to knowledge in their field of expertise, see Table 2.

Table 2. Aspect and Indicators of Instrument

No.	Aspect	Indicator
1	Pedagogical competence	Understand students, able to plan learning activities, able to carry out learning activities, able to develop the potential of students, and can evaluate learning
2	Personality competence	Have a solid personality, stable, mature, wise, authoritative, noble character, can be used as an example, patient and able to maintain self-esteem
3	Social competence	Able to communicate effectively with students, principals, fellow teachers, educators, parents, and the community
4	Professional competence	Mastering scientific substance in their field of expertise, having depth and breadth related to knowledge in their field of expertise

Content Validity

The results of the instrument validation assessment by these experts are qualitative and quantitative. The findings of the qualitative evaluation of the experts take the form of a statement demonstrating that the instrument is workable and prepared for use in research. The statement is obtained when the input and suggestions from the experts have been revised. However, the results are quantitative, namely, professional evaluation of the compatibility of measurement features with indicators and the suitability of indicators with instrument item statements utilizing Likert model scales. The Likert model scale consists of five choices: Strongly Not Appropriate (STS), Not Appropriate (TS), Not Appropriate (KS), Appropriate (S), and Very Appropriate (SS).

Furthermore, after it is validated by experts, the assessment findings are examined using the V Aiken index formula to establish the results of the instrument's content validity. The results of the calculation of the V Aiken index are compared with the V Aiken table value, which is 0.79 (Aiken, 1985). The value of V Aiken table is obtained from the number of raters (experts) as many as six people, and the number of categories of answer choices for instrument assessments is five, namely, STS, TS, KS, S, and SS. The scores for each category choice are STS = 1, TS = 2, KS = 3, S = 4, and SS = 5. The findings of calculating the V Aiken index are as follows:

Table 3. V Aiken Index of Instruments

Items	V Aiken index	Information	Items	V Aiken index	Information
1	.92	Valid	27	.88	Valid
2	.92	Valid	28	.92	Valid
3	.88	Valid	29	1.00	Valid
4	.92	Valid	30	.92	Valid
5	.83	Valid	31	.92	Valid
6	.92	Valid	32	.92	Valid
7	.88	Valid	33	.92	Valid
8	.88	Valid	34	.92	Valid
9	.88	Valid	35	.92	Valid
10	1.00	Valid	36	.92	Valid
11	.96	Valid	37	.83	Valid
12	.92	Valid	38	.83	Valid
13	1.00	Valid	39	.96	Valid
14	.88	Valid	40	.88	Valid
15	.92	Valid	41	.92	Valid
16	.88	Valid	42	.96	Valid
27	.96	Valid	43	.83	Valid
18	.83	Valid	44	.88	Valid
19	.88	Valid	45	.88	Valid
20	.92	Valid	46	.92	Valid
21	.96	Valid	47	.92	Valid
22	.88	Valid	48	.92	Valid
23	1.00	Valid	49	.88	Valid
24	.83	Valid	50	.92	Valid
25	.83	Valid	51	1.00	Valid
26	.83	Valid	52	.92	Valid

Based on Table 3, it can be seen that the V Aiken value on all instrument items exceeds the V Aiken value in table .79 which is .83–1.00. This shows that all the item scores of the teacher performance instruments have high content validity in terms of their suitability with the indicators (Almanasreh et al., 2019; L'Ecuyer et al., 2020; Shrotriyia & Dhanda, 2019; Zamanzadeh et al., 2015). This implies that the instrument for assessing teacher performance in Islamic boarding schools

developed theoretically prove to have good content validity. It may be concluded that the teacher performance assessment tool created in this research in terms of its content can measure what should be measured so that it is practical to use or be tested in Islamic boarding schools.

Construct Validity

The data obtained from the limited trial of this teacher performance instrument were analyzed with the help of the Lisrel program using a second-order CFA. CFA was used to find the best model to measure the construct of the instrument that has been prepared. The suitability of this model is by looking at the root mean square error of approximation (RMSEA) $< .08$ and $p > .05$ from the output. If the RMSEA value < 0.08 , then it has met the criteria for the model fit. And if $p > .05$ then the criteria for the suitable model have also been met (Abd Hamid & Sulaiman, 2016; Choi & You, 2017; Marsh et al., 2020).

The results of the validity of the constructs obtain the value of RMSEA = .014 and Chi-square = 1307.95 with $df = 1262$ and $p = .18$. This value illustrates that the model is fit, see Figure.1 (Breitsohl, 2019; Khreisat & Mugableh, 2020; Stalikas et al., 2018; Subando, Kartawagiran, et al., 2021; Subando, Kartowagiran, et al., 2021). Meanwhile, the value of the t-value and standardized loading factor (SLF) can be seen in Table 4.

Table 4. CFA Factor Loading Results

Code	Standardized loading factor	t-value	Information	Code	Standardized loading factor	t-value	Information
P1	.64	*	Valid	K13	.51	4.75	Valid
P2	.53	7.80	Valid	K14	.69	5.39	Valid
P3	.61	7.31	Valid	K15	.70	5.42	Valid
P4	.45	5.58	Valid	K16	.62	5.19	Valid
P5	.34	4.38	Invalid	K17	.66	5.31	Valid
P6	.43	5.38	Valid	K18	.62	5.18	Valid
P7	.60	7.20	Valid	K19	.57	5.02	Valid
P8	.56	6.82	Valid	K20	.57	5.01	Valid
P9	.40	5.03	Valid	K21	.64	5.24	Valid
P10	.63	7.44	Valid	S1	.70	*	Valid
P11	.58	7.02	Valid	S2	.68	8.65	Valid
P12	.65	7.68	Valid	S3	.72	9.20	Valid
P13	.59	7.13	Valid	S4	.64	8.15	Valid
P14	.52	6.39	Valid	S5	.63	8.05	Valid
K1	.41	*	Valid	S6	.57	7.32	Valid
K2	.57	5.66	Valid	S7	.57	7.27	Valid
K3	.46	4.51	Valid	S8	.56	7.20	Valid
K4	.64	5.25	Valid	PR1	.72	*	Valid
K5	.55	4.94	Valid	PR2	.66	8.62	Valid
K6	.65	5.28	Valid	PR3	.68	8.96	Valid
K7	.60	5.13	Valid	PR4	.51	6.64	Valid
K8	.59	5.09	Valid	PR5	.64	8.39	Valid
K9	.60	5.14	Valid	PR6	.57	7.53	Valid
K10	.70	5.42	Valid	PR7	.63	8.32	Valid
K11	.48	4.60	Valid	PR8	.70	9.25	Valid
K12	.57	5.01	Valid	PR9	.65	8.55	Valid

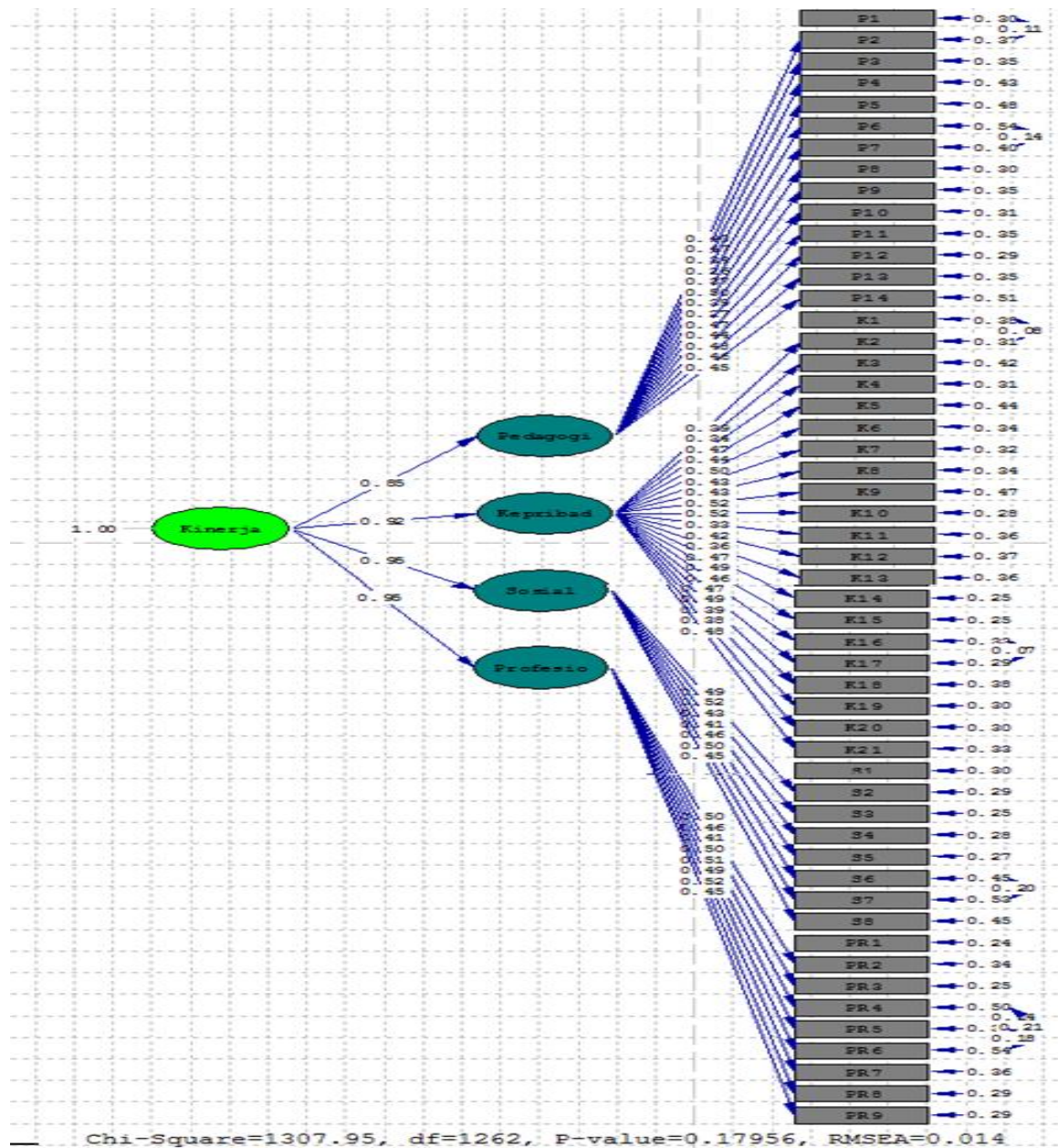


Figure 1. Path Diagram

In accordance with Figure 1, it can be seen that the RSMEA value = .014 and Chi-square = 1307.95 with $df = 1262$ and $p = .18$. This value demonstrates that the model fits (Breitsohl, 2019; Jaros et al., 2017). Meanwhile, the value of the t -value and SLF can be seen in Table 4.

According to the data in Table 4, it can be seen that all items/variables observed have SLF values $> .4$ with a significant t -value (> 1.96) except for item P5 (Mishra, 2016; Perry et al., 2015). This proves that each observed variable used is significant in measuring the latent variable. Overall, it can be said that 51 of the 52 observed variables proved reliable to be able to measure teacher performance constructs.

Reliability

The results of the calculation of construct reliability using the omega reliability of the teacher performance assessment instrument are displayed in Table 5. The result of instrument construct reliability is $.967 > .70$ which indicates dependability. This is based on the reliability coefficient that has exceeded the criteria of $.70$.

Table 5. Estimation of Instrument Reliability

Items	SLF (λ_i)	λ_i^2	$1 - \lambda_i^2$	Items	SLF (λ_i)	λ_i^2	$1 - \lambda_i^2$
P1	.64	.4096	.5904	K13	.51	.2601	.7399
P2	.53	.2809	.7191	K14	.69	.4761	.5239
P3	.61	.3721	.6279	K15	.7	.49	.51
P4	.45	.2025	.7975	K16	.62	.3844	.6156
P5	.34	.1156	.8844	K17	.66	.4356	.5644
P6	.43	.1849	.8151	K18	.62	.3844	.6156
P7	.6	.36	.64	K19	.57	.3249	.6751
P8	.56	.3136	.6864	K20	.57	.3249	.6751
P9	.4	.16	.84	K21	.64	.4096	.5904
P10	.63	.3969	.6031	S1	.7	.49	.51
P11	.58	.3364	.6636	S2	.68	.4624	.5376
P12	.65	.4225	.5775	S3	.72	.5184	.4816
P13	.59	.3481	.6519	S4	.64	.4096	.5904
P14	.52	.2704	.7296	S5	.63	.3969	.6031
K1	.41	.1681	.8319	S6	.57	.3249	.6751
K2	.57	.3249	.6751	S7	.57	.3249	.6751
K3	.46	.2116	.7884	S8	.56	.3136	.6864
K4	.64	.4096	.5904	PR1	.72	.5184	.4816
K5	.55	.3025	.6975	PR2	.66	.4356	.5644
K6	.65	.4225	.5775	PR3	.68	.4624	.5376
K7	.6	.36	.64	PR4	.51	.2601	.7399
K8	.59	.3481	.6519	PR5	.64	.4096	.5904
K9	.6	.36	.64	PR6	.57	.3249	.6751
K10	.7	.49	.51	PR7	.63	.3969	.6031
K11	.48	.2304	.7696	PR8	.7	.49	.51
K12	.57	.3249	.6751	PR9	.65	.4225	.5775
Σ					30.76	946.1776	33.4228

Then the instrument is classified as dependable (Heale & Twycross, 2015; Polit, 2015; Quaigrain & Arhin, 2017; Souza et al., 2017; Watkins, 2017). Thus, the results of the estimation of the reliability of the teacher performance assessment instrument in Islamic boarding schools mean that the measurements that have been carried out are consistent. These outcomes show that the conclusions of the teacher performance assessment tool in Islamic boarding schools that have been developed in this study are trustworthy.

Discussion

The instrument for assessing teacher performance at boarding schools consisting of 51 items is composed of 4 competencies, namely, pedagogical, personality, social, and professional competencies. These assessment competencies were also expressed by Saidah et al. (2018) that teachers including Arabic teachers must possess four competencies so that their performance will be optimal.

Related to pedagogical competence, the item content of the instrument measures the teacher's ability to understand the development of students, plan lessons, carry out learning activities, and evaluate learning. This is similar with what L. Hakim (2017) did when developing methods to enhance teacher pedagogical competence, namely, by raising teachers' awareness of the students' diversity; developing lesson plans and strategies; encouraging active, creative, efficient, and enjoyable learning; and assessing student learning results.

The personality competencies in this instrument include the teacher having the character and attitude of being *wara'* or maintaining self-esteem and being mature, authoritative, polite, and patient. This is significantly different from the personality competencies stated by Ayu and Marzuki (2017) that a person's personality has ideal morality when it possesses the qualities of being smart, brave, steadfast, and fair. Demir (2016) claimed that being fair is an important personality competency as revealed by Ayu and Marzuki but maintaining self-esteem as a result of this study is also important.

Aspects of social competency include the capacity of teachers to communicate effectively with other people. According to Camras and Halberstadt (2017), social competence is a competency needed in social interactions which includes the ability to manage emotions, communicate emotions to other people, understand emotions, and so on. Hirn et al. (2019) completed the aspects covered by social competence in other perspectives connected to empathy such as emotional reactions and emotion perception. Shujja and Malik (2015) stated that the focus of social competence is on aspects of acceptance of social norms, self-efficacy, adaptability, and conflict management. From several study results, the social

competence above is generally the same. But social competence that supports success in interaction is the ability to communicate or convey social problems.

Professional competence in this instrument includes the teacher's mastery of the subject toward the teacher's expertise and the breadth and depth in mastering the field of science according to their knowledge. This is as stated by Ismiatun and Andrisyah (2021) that the professional competence of teachers is to measure teacher mastery of teaching materials, teaching planning, implementation of learning, and assessment results in teaching and learning processes. Teachers who master teaching materials, arrange lessons effectively and understand the process of assessment will be able to teach effectively and efficiently (Stronge, 2018).

The instrument has guaranteed its content and construct legitimacy. The guarantee of the content validity of the instrument means that the indicators of the instrument match the variables being measured and the statements used in the instrument are working and can measure the indicators set. This is consistent with Yusoff (2019) assertion that content validity is a measure of the relevance level of the measurement tool to the items of instrument construction. The existence of a guarantee in construct validity means that the description of the measurement results using the teacher's performance assessment instrument is by the theory of the constructor of the instrument. This supports Mohamad et al. (2015) argument that the assurance of construct validity entails that the instrument score is significant and helpful according to the role of the instrument. The instrument also has a guarantee of reliability. It means that repeated measurements under identical circumstances will give the same results (Taherdoost, 2016). With validity and reliability guarantees, the teacher performance assessment instrument can be used for further measurement, especially for teachers at boarding schools.

Conclusion

The instrument for evaluating teacher performance at boarding schools is composed of 4 components with the following details: pedagogical competence (14 points), personality competence (21 points), social competence (8 points), and professional competence (8 points). Pedagogical competence has indicators that include the teachers' ability to understand students, plan learning activities, carry out learning activities, develop students' potential, and evaluate learning. Personality competency has signs that include the teacher having a steady and stable personality; being mature, wise, and authoritative; having a good character and being able to be used as an example; and being patient and able to preserve self-esteem. Social competence has indicators that include the ability of teachers to communicate effectively with students, principals, fellow teachers, education staff, parents, and the community. Professional competence has indicators that include mastery of scientific content and depth and breadth of the field of expertise. The instrument has valid items. This is indicated by the loading factor value ranging from .51 to .72 ($> .4$) and the t-sign value ranging from 4.75 to 9.25 (> 1.96), and the instrument package satisfies the requirement of the model. This fit is indicated by Chi-square = 1307.95 < 2524 ($2*df$), $p = .18$ (> 0.05), and RMSEA value = .014 ($< .08$). The instrument set includes trustworthy components. This is indicated by the omega reliability value of .967 $> .70$. Due to the guarantee of validity and reliability, the instrument package can be used to assess teacher performance in boarding schools.

Recommendations

The results of research on the development of this instrument have met the criteria of validity and reliability so that it can be used to measure teacher performance in boarding schools by the principal and the foundation of boarding school. When evaluating performance using this instrument, it is recommended for teachers at the level of junior high school. The suggestion for the next research is the development of teacher performance measurement instruments in Islamic boarding schools for the senior high school level.

Limitations

This teacher competency assessment tool offers a guarantee of validity and reliability based on the evaluation of students, peers, and superiors at boarding schools of the junior high school level. However, it has never been tested on Islamic boarding schools at other levels. Therefore, if it is to be utilized at subsequent levels, it is necessary to revalidate it using the measurement information that has been gathered.

Authorship Contribution Statement

Saleh: Conceptualization, design, analysis, writing. Kumaidi: Editing/reviewing, supervision. Kumaidi: Critical revision, Mardalis: Securing funding, admin, technical or material support, supervision, final approval, Subando: Drafting the manuscript, critical revision of the manuscript.

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