The Correlation between Teaching-Learning Process and Teacher Competency Assessments

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Abstract. Teacher competency assessment plays a crucial role in providing valuable insights into the expected outcomes of the teaching profession. By employing such assessments, miscommunication regarding the desired quality of a teacher's work can be minimised while enhancing teacher productivity through constructive feedback for those who excel. Furthermore, the implementation of teacher competency assessments aims to acquire valid, up-to-date, and authentic evidence, specifically in areas related to the learning process and a teacher's proficiency in pedagogy, social skills, personality traits, and professional attributes. This research explores the significance of the correlation between the teaching-learning process and teacher competence assessment. The author adopts a literature-based approach to comprehensively review the relationship between these two components to accomplish this. This approach enables a comprehensive understanding of how learning and the assessment of teacher competence are interconnected. The gathered data will subsequently undergo analysis using a content analysis method, which seeks to identify recurring themes and patterns within the existing literature related to the relationship between the teaching-learning process and teacher competence assessment.

Keywords: Correlation; Teaching-Learning Process; Competency Assessment; Teacher

INTRODUCTION

Education holds paramount significance in an individual's life, serving as a key determinant of success and happiness. Acquiring a comprehensive education is an inherent right that should be accessible to everyone. According to the Indonesian Dictionary, also known as the KBBI 'Kamus Besar Bahasa Indonesia', education is the transformative process of shaping an individual or a group's attitudes and behaviours, facilitating personal development through instruction and training. Additionally, it encompasses the process, methodology, and actions involved in imparting knowledge and fostering learning. (Damsar, 2011) It is the process of changing the attitudes and behaviours of individuals or groups to facilitate their personal growth and development through teaching and training (KBBI, 2023). When cultivating quality human resources, the teaching and learning process plays a crucial role. A high-quality teaching and learning process is influenced by various interconnected components, such as teachers, students, curriculum, teaching methods, learning media, student engagement, and student motivation in the learning process. (Siregar, dkk., 2021; Creemers, dkk., 2012) The unlikely objectives will probably be achieved by assembling all of these components.

Amran's research further indicates that school management and performance effectiveness rely on key variables: principals, instructors, students, and committees. (Amran,

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2015) Similarly, the study conducted by Mamat Rahmatullah reveals that several factors, including teacher performance and competency, significantly influence the success of the educational process. The findings of his study establish a correlation between learning efficacy and teacher performance, as well as the relationship between teacher competency and performance. (Rahmatullah, 2016) Specifically, the study demonstrates that teachers who exhibit strong performance, as assessed by teacher competency and learning effectiveness, can enhance student achievement within a classroom environment characterised by effectiveness and competence.

Regarding the learning process, it is essential for teachers to consistently enhance their competence in order to remain adaptable and effectively respond to changes in current educational conditions. The Indonesian education system has introduced several curriculum, such as Kurikulum 2013 (Machali, 2014) and now Indonesia has a new curriculum known as the Independent Curriculum or Kurikulum Merdeka. Adapting to this curriculum necessitates teachers' preparedness and vigilance. Please comprehend and assimilate its principles to ensure the attainment of planned learning objectives. Under this curriculum, if a teacher employs modules or teaching materials provided by the government, the need to create an assessment plan is eliminated. However, if teachers develop and devise their own syllabi and lesson plans for their subjects, they are also responsible for formulating the assessment plan (Mufidah, 2014).

Consequently, a significant connection between the teacher and the educational process is established. Abdul Hamid's study findings emphasise that students' interests, talents, abilities, and potential can only reach their maximum development with the guidance of teachers. The teacher assumes a vital role in the educational process by focusing on individual students and educating, nurturing, guiding, and fostering their personalities to maximise their inherent potential (Abdul, 2017). Rice Jennifer King shares a similar perspective, emphasising teachers' substantial role in the school's learning process (Rice, 2003).

Ifan's study findings highlight that teachers serve as learning managers and role models for their students. In essence, the teacher's quality largely determines the learning process's success (Junaedi, 2019). Therefore, the learning process's effectiveness hinges upon the teacher's competence. Continuous enhancement of teachers' competence is imperative as they significantly contribute to the quality of learning. To elevate educational standards, regular evaluations of teacher competency, such as monitoring, serve as a means to enhance instructional quality. Hasan and Anita propose that coaching, observation, competency

assessment, and performance evaluations are all employed to conduct supervisory evaluations (Hasan, 2022).

Numerous prior studies have demonstrated that teacher competence can be evaluated from various perspectives (Bisschoff, 1998; Fauth, 2019), encompassing the learning environment, professional commitment, discipline, educational background, reflection, cooperative skills, effectiveness, and leadership style. These factors collectively influence a teacher's competence and warrant special consideration as indicators of teacher competence in the evaluation process (Fauth, 2019). Kiymet Selvi's research findings further expand the dimensions of teacher competence to include field competencies, research competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies (ICT), and environmental competencies (Selvi, 2010).

The success of the learning process is evaluated based on the effectiveness and efficiency of the curriculum, learning processes, and assessments. These three interrelated components are crucial in attaining the desired educational objectives. The curriculum outlines the national education goals that serve as the foundation for learning programmes. In contrast, the learning process encompasses the endeavours to acquire the competencies outlined in the curriculum. On the other hand, assessments entail a series of systematic and continuous activities that involve collecting, analysing, and interpreting data concerning the learning process and student outcomes. These assessments provide valuable information for decision-making purposes.

Teachers must continually enhance their competencies in the learning process to adapt to the evolving educational landscape, particularly in response to curriculum changes. However, some educational activists argue that these changes can be perplexing and necessitate teachers to remain vigilant and prepared. Please grasp these changes to ensure the realisation of carefully planned learning objectives. Consequently, comprehending the correlation between the teaching-learning process and teacher competency assessments becomes imperative to ensure curriculum goals' effective and efficient achievement. This research explores the relevance between the teaching-learning process and teacher competency assessments within the context of curriculum changes. The research question is as follows: What is the relationship between the teaching-learning process and teacher competency assessments in achieving the educational goals outlined in the curriculum, and what challenges and opportunities arise from curriculum changes? This study holds significance as it offers insights into how teachers can adapt to curriculum modifications and enhance their competencies to improve their students' learning outcomes.

METHODS

This research will use the library research method (George, 2008), a desk study or secondary data analysis. The primary sources for this study will include academic journals, books, and government reports that pertain to teaching and learning processes, as well as teacher competency assessments. The data will be collected through a comprehensive literature review of relevant sources, utilising keywords and search strings aligned with the research question. A literature review, or literature study, is an essential undertaking, particularly in academic research, with the overarching goal of deriving theoretical and practical insights (Sukardi, 2021).

The collected data will be thematically analysed by identifying recurring patterns and themes across the literature while critically evaluating the quality and reliability of the sources. To ensure the reliability and validity of the data, this research will adhere to a systematic and rigorous approach to data collection and analysis. Firstly, the sources will be screened to determine relevance and quality, with only the most pertinent and reliable sources included in the study. Secondly, the sources will be critically evaluated using established criteria for assessing the quality and reliability of academic literature, including the author's credentials, publication venue, methodology employed, and level of evidence presented. Finally, the data will be synthesised thematically to identify common patterns and themes in the literature, facilitating a comprehensive understanding of the relationship between teaching-learning processes and teacher competency assessments.

The research will draw from various key references, such as "Uji Kompetensi Dan Penilaian Kinerja Guru" by Mulyasa (2013), "Model-Model Pembelajaran, Mengembangkan Profesionalisme Guru" by Rusman (2011), "Teacher Professional Development for Improving Quality of Teaching" by Bert Creemers, Leonidas Kyriakides, and Panayiotis Antoniou (2012), and "The Effects of Teacher Competence on Student Outcomes in Elementary Science Education: The Mediating Role of Teaching Quality" by Benjamin Fauth et al. (2019) These books and other relevant references offer valuable insights and perspectives on the relevance of the teaching-learning process and teacher competency assessments. Furthermore, additional sources will be consulted to gather data on the current status of teacher competency assessments and their relationship to the teaching-learning process. A systematic literature review will be conducted to collect the data, which will then be subjected to content analysis to identify themes and patterns in the literature that relate to the relevance between the teaching-learning process and teacher competence assessment.

RESULT AND DISCUSSION

The Reality of Learning in the Educational Process

The fundamental term for "learning" is "learning" itself. In a narrower sense, learning can be understood as a process or method employed to engage in learning activities, while learning itself refers to a transformative process of behaviour change resulting from an individual's interaction with the environment and experiences (Widiyanto, 2018). Learning is also defined as a relatively permanent alteration in behavioural potentiality resulting from reinforced practice (Festiawan, 2020).

Within this definition, several aspects warrant further comprehension. Firstly, learning is evaluated through changes in behaviour, implying that learning outcomes must be translated into observable actions or conduct. Secondly, behavioural changes are relatively enduring but not necessarily permanent. Thirdly, behavioural changes may not manifest immediately after the completion of the learning process. Although the potential for different behaviour exists, this potential may take time to be translated into action. Fourthly, behavioural change (behavioural potential) arises from experiences or practice. Lastly, experiences or practices must be reinforced, indicating that only responses that result in reinforcement will be learned. While "reward" and "reinforcement" are often synonymous, this assumption is not entirely accurate for at least two reasons (Olson, et. al., 2010) Another viewpoint posits that learning comprises interconnected components, including objectives, materials, methods, and evaluation. Teachers must consider these four learning components when selecting and determining the learning models for learning activities (Rusman, 2012; Rusman, 2011). Learning is a programme characterised by its systematic, systemic, and planned nature (Juano, 2018). Systematic implies regularity, requiring learning to be carried out sequentially, encompassing planning, implementation, and assessment.

Furthermore, learning is interactive and communicative. Interactive learning activities involve multidirectional engagement among teachers, participants, learning resources, and the environment, avoiding dominance by a single component. The term "communicative" pertains to the nature of communication between students and teachers or vice versa. During the learning process, teachers should create conditions that empower student engagement, such as assigning tasks, holding discussions, encouraging questions, and fostering the expression of opinions, including during evaluations or assessments. Similarly, teachers employ assessment or evaluation to determine the extent to which students achieve learning objectives or acquire specific competencies (Widiyanto, 2018).

The Urgency and Learning Objectives

Learning objectives serve as the essence of a learning activity and represent the targets that must be attained in each learning endeavour. This principle is stated in the 2013 Curriculum RPP Preparation Guidelines based on SENo.4 of 2019, which stipulates three essential components teachers must include in an RPP: learning objectives, learning activities, and learning evaluation. The strong interest exhibited by teachers, principals, and supervisors regarding the one-sheet lesson plan policy indicates a significant bias towards the essence of streamlining the lesson plan.

At least two substantial aspects cannot be adequately captured in the creation and utilisation of the one-sheet RPP. Firstly, the lesson plan should be designed to achieve learning objectives. Hence, what is documented in the lesson plan should be effectively implemented during the learning process. By establishing clear and measurable goals, teachers can assess whether all students can accomplish the formulated objectives, the majority of students, only a few students, or not. Experience has shown that many teachers need to prepare to answer when questioned about their learning objectives in two 35-minute sessions. Consequently, it is unsurprising that some teachers solely rely on textbook activities.

Secondly, lesson plans should be employed as tools for reflection. Proficient teachers who have established measurable learning objectives and devised various teaching and learning activities to achieve them will possess awareness regarding the effectiveness of the learning scenarios they have created, identifying those that are highly effective, effective, and ineffective. Based on the points above, teachers must design lesson plans based on learning objectives and develop them through reflecting on the completed learning process (Pehang, 2020).

The learning objectives should align with the determined KD (Kompetensi Dasar). They should be articulated in a narrative format that adheres to the ABCD formula (Audience, Behaviour, Condition, and Degree) proposed by Baker in 1971 and Sudrajat in 2017. Baker suggests that a good learning objective should incorporate the elements of Audience, Behaviour, Condition, and Degree. Uno also supports this perspective, asserting that learning objectives ideally should be expressed in the ABCD format (Khan, et.al., 2012) where A represents Audience (the learners, students, and other target individuals), B represents Behaviour (observable behaviour as a learning outcome), C represents Condition (requirements that need to be fulfilled for the desired behaviour to be achieved), and D represents Degree (the acceptable level of performance) (Uno, 2006; Pusdiklat, 2021)

Sudrajat, in 2017, provided the following explanations for the ABCD Formula:

1. **Audience**: In learning, "audience" refers to the students who are both the subject and object of the learning process. Thus, learning objectives must encompass students as subjects and objects in the learning process (Uno, 2006; Pehang, 2020).
2. **Behaviour**: Behaviour denotes the actions or activities involved in a process. In the learning context, behaviour is manifested through student activities. Therefore, learning without student behaviour or activity is not feasible. When formulating learning objectives, descriptions of student activity behaviour are expressed using operational verbs such as listening, mentioning, differentiating, explaining, and others. The use of operational verbs in a learning objective should not exceed one. This means that students should focus on one action in a learning activity to optimise learning (Pehang, 2020).
3. **Condition**: Condition refers to the state of students before and after engaging in learning activities and the requirements that need to be fulfilled to achieve the desired behaviour. In formulating learning objectives, conditions are described in the form of verbs. These verbs represent activities that students must undertake to bring about a change in the expected behaviour (Pehang, 2020).
4. **Degree**: In this context, "degree" refers to a comparison. It serves to compare the conditions before and after learning. The degree also signifies the level of performance students can attain after undergoing a series of learning processes. The degree level depends on the weight of the material to be presented and the extent to which students need to master the content or demonstrate a behaviour (Pehang, 2020).

Learning Models

Learning activities involve two key participants: teachers and students. Teachers' behaviour revolves around teaching while students engage in learning. Teaching and learning behaviours are closely connected to the subject matter, which can encompass various types of content such as knowledge, moral values, art, religion, attitudes, and skills. Experts' research findings on the activities of teachers and students about learning materials contribute to the development of learning models (Creemers, et. al., 2012; Joyce, et. al., 1992) .

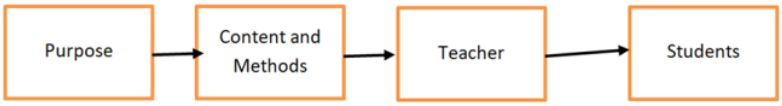
A learning model refers to a structured framework or sequence of material presentations utilised by teachers, encompassing all aspects before and after learning, along with the provided resources, whether directly or indirectly. Joyce and Weil (1992) define a learning model as a conceptual framework that outlines a systematic approach for organising learning experiences to achieve specific learning goals. This allows teachers to assist students in acquiring information, ideas, skills, critical thinking abilities, and self-expression (Rusman, 2011;

Sholeh, 2021). When selecting a learning model, the following factors should be taken into consideration:

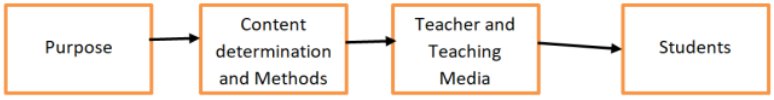
1. The intended learning goals
2. The relevance to the materials or learning resources
3. The perspective of the learners or students
4. Additional non-technical considerations include the segregation of goals among different learning models, the consideration of a single learning model, and the assessment of the effectiveness and efficiency of the learning models.

By considering these factors, teachers can effectively assess and choose learning models that align with their intended instructional approach. Teachers should also pay attention to learning patterns associated with the selected learning model (Rusman, 2011). Barry Morris (1963), as cited in Rusman (2011), identifies four learning patterns, which are illustrated in the form of a chart as follows:

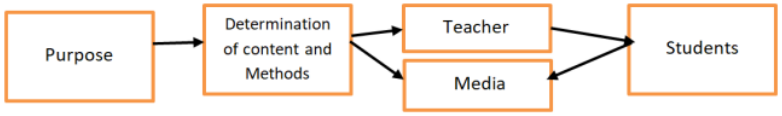
1. Traditional Learning Patterns 1



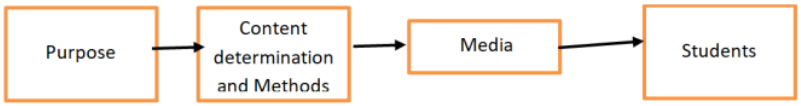
2. Traditional Learning Patterns 2



3. Teacher and Media Learning



4. Media Learning Patterns



The learning patterns above indicate that with the rapid evolution of both software and hardware as learning media, the role of the teacher as a facilitator will undergo a significant shift. The teacher is no longer solely responsible for being the primary source of information in learning activities. Students now have access to various sources of information and learning

materials, including magazines, modules, radio broadcasts, educational television, computer media, and computer-based learning (CBI), which encompasses drill models, tutorials, simulations, instructional games, and the internet (Milligan et. al., 2006). These learning models are based on well-established theories, including:

a. The social interaction model

   It is rooted in Gestalt learning theory (field theory). This model emphasises harmonious relationships between individuals and society. The Gestalt perspective holds that objects or events are perceived as organised wholes.

b. The Information Processing Model

   It draws upon cognitive learning theory (Piaget) and focuses on students' ability to process information to enhance their abilities. This theory was pioneered by Robert Gagne (1985), who emphasised the crucial role of learning in development.

c. Personal Models

   It is based on humanistic theory, centre around individual self-development. This model prioritises students' emotional well-being and capacity to form productive relationships with their environment. It enables students to develop harmonious relationships and effectively process information. Notable contributors to this theory include Abraham Maslow (1962), a prominent figure in humanistic psychology; R. Rogers, a leading figure in the development of the humanistic approach to psychology; C. Buhler, a key figure in the field of humanistic psychology; and Arthur Comb, (Joyce, 1986) a pioneer in the field of humanistic psychology.

Additional learning models include the PSSI (Procedure Instructional Systems Development) model, the Glasser Model, the Gerlach and Ely Model, and the Jerold E. Kemp Model.

The Nature of Competency

The terms "evaluation" and "assessment" in education can have different meanings but are sometimes used interchangeably. In certain countries, such as the United States, "evaluation" often refers to individual student achievement, whereas in other countries, like the United Kingdom, it is described as "assessment." Harlen argues for this distinction, emphasising that while the terms can have varying meanings in education, they are also used interchangeably.

From a linguistic perspective, *assessment* is the process of determining the value of an object. Specific criteria or measurements are necessary to establish the value or worth of something. For instance, to label something as good, moderate, or poor, there must be clear

provisions or standards for what qualifies as good, moderate, or lacking. These standards are referred to as criteria. Thus, assessment involves evaluating objects or programmes based on specific criteria and comparing the actual reality with the desired criteria.

Assessment entails collecting, reporting, and utilising information about students' learning outcomes by applying assessment principles such as continuity, authenticity, accuracy, and consistency. Its essence lies in assigning or determining value to specific objects based on predetermined criteria (Mulyasa, 2012; 2013). *Competence* is the ability required to perform a job, encompassing knowledge, skills, and work attitude (Sudjana, 1989). *Competence* is an individual's ability to meet established performance standards in completing tasks, incorporating knowledge, skills, and work attitude. The Department of Education and Culture (Depdikbud) (1994) defines *competence* as "individual characteristics consistently used to achieve desired performance." Competence is also interpreted as the knowledge, skills, and fundamental values reflected in thinking and behavioural habits. It represents the ability to carry out tasks acquired through education and training (Herry, 1998). Finch and Crunkilton state that competence encompasses task mastery, skills, attitudes, and appreciation necessary for success. Thus, competence includes completing tasks, attitudes, and appreciation skills that students must possess to perform learning tasks by the required job type.

Types of Competency

The following are different types of competencies:

1. Core Competencies/Main Competence; Main competency is a crucial internal skill for success. It is an ability that is expected from all individuals. Most people understand the values associated with this competency. Individual competence aims to enable one to work in various positions within a group or organisation.
2. Threshold Competencies; Threshold competencies are characteristics every job holder requires to perform their job effectively. However, these competencies do not differentiate between high, average, or low performers. For instance, a proficient salesperson must have sufficient knowledge about the products they sell, but this knowledge alone may not guarantee their sales performance.
3. Differentiating Competencies; Differentiating competencies distinguish superior performers from average performers. These competencies are not typically found in individuals who perform at an average level. For example, individuals working in the design field possess differentiating competencies in design that make them stand out.

The competencies of educators can be categorised into four parts:

1. Pedagogic Competence; As stated in Government Regulation Number 19 of 2005, Article 28, Paragraph 3, Point a pedagogic competence (Habibullah, 2012) refers to the ability to manage student learning, including understanding students, designing and implementing learning activities, evaluating learning outcomes, and developing students to realise their full potential.
2. Personality Competence; According to Government Regulation Number 19 of 2005, Article 28, Paragraph 3, Point B, personality competence (Suhardi, 2018) relates to having a steady, stable, mature, wise, and authoritative personality. It involves setting a role model for students and possessing noble character. Surya refers to personality competence as personal competency, representing the personal abilities required to become a good teacher.
3. Professional Competence; Government Regulation Number 19 of 2005, Article 28, Paragraph 3, Point C defines professional competence as mastering learning materials comprehensively and deeply. It enables teachers to guide students to meet the competency standards outlined in the National Education Standards (Yusuf, 2022). According to Suharsimi Arikunto, professional competence means teachers have broad and in-depth knowledge of the subject matter they teach and will teach. Additionally, it encompasses methodological mastery, involving knowledge of theoretical concepts, the ability to choose appropriate methods, and their effective implementation in the teaching and learning process.
4. Social Competence; Government Regulation No. 19 of 2005, Article 28, Paragraph 3, Point D explains that social competence (Yusuf, 2022) refers to educators' ability, as members of society, to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians, and the surrounding community. Teachers often become figures, role models, and sources of inspiration for students. Abduhzen (PR, September 29, 2006) revealed that Imam Al-Ghazali regarded the teaching profession as the highest and noblest position in various levels of community work. According to Al-Ghazali, teachers have two simultaneous missions. First, they have a religious duty to impart knowledge to humans, the noblest creatures on Earth. Second, they work towards perfecting, purifying, and guiding the heart, considered the noblest part of the human body, towards a closer connection with Allah (Lecturer, 2022).

According to Mulyasa (2013), the sub-competencies within the aspect of pedagogical competence are as follows:

1. Deeply understanding; students involves utilising principles of cognitive development and personality, as well as identifying students' prior knowledge.
2. Designing learning; including understanding the foundations of education for learning purposes, such as educational foundations learning theories, determining appropriate learning strategies based on students' characteristics, desired competencies, and teaching materials, and developing lesson plans based on the chosen strategies.
3. Implementing learning; entails organising the learning environment and facilitating conducive learning.
4. Designing and implementing learning assessments; which includes designing and conducting continuous assessments of learning processes and outcomes using various methods, analysing the results of process and outcome assessments to determine the level of mastery, and utilising learning assessment results to improve the overall quality of the learning programme (Creemer, et al., 2012).
5. Developing students to actualise their potential; involves facilitating students in developing various academic and non-academic potentials.

Indicators of Competence and Achievement

Competency Achievement Indicators serve as markers for attaining basic competencies characterized by measurable changes in behaviour. These indicators are tailored to the characteristics of students, subjects, educational units, and regional potentials. They are formulated using measurable operational verbs. The GPA (Graduation Program Assessment) is expressed in sentences using operational verbs (KKO), representing the activities performed by students to demonstrate their competence. Here are some functions of the GPA:

a) Assisting teachers in developing learning materials for delivery.
b) Designing learning activities.
c) Planning and implementing the evaluation of learning outcomes.
d) Assisting students in preparing for both test and non-test assessments.
e) School principals utilize this to monitor and evaluate student implementation (UAJ, 2023).

In the 2013 Curriculum, the terms Core Competency (IC) and Basic Competency (KD) are recognized. However, in the independent curriculum, the term Learning Outcomes (CP) is used and structured within the assessment phase. In the 2013 Curriculum, educators use formative and summative assessments to monitor student learning progress continuously. Conversely, formative and summative assessments are employed in the independent curriculum to design learning according to student needs. This learning process is essential for

developing the syllabus/ATP (Academic Plan) for the independent curriculum and for creating the Lesson Plan (RPP) and Learning Access Teaching Module (CP).

Educators and educational units must be familiar with the guidelines and foundations for compiling learning objectives and the flow of learning objectives (ATP) within the syllabus. The government has determined the learning achievements in the independent curriculum in the Decree of the Head of the Standards, Curriculum, and Education Assessment Agency of the Ministry of Education, Culture, Research, and Technology No. 008/H/KR/2022. CP (learning achievement) represents the learning competencies that students must attain. CP encompasses a comprehensive set of competencies and materials presented in a narrative format. According to Mulyasa, learning is successful if at least 75% of all students in the class have achieved the minimum passing grade (KKM) (Mulyasa, 2013; 2012).

Formative and Summative Assessment

The independent curriculum, currently implemented in schools from early childhood to vocational levels, requires teachers to align their assessment methods with this curriculum's model. In the independent curriculum, two primary types of assessments are employed:

1. **Formative Assessment**

   Formative assessment, also known as "assessment for learning," aims to monitor and enhance the learning process and evaluate the attainment of learning objectives. Aligned with these objectives, formative assessment can be conducted at the beginning and throughout the learning process. Teachers can identify students' learning needs, obstacles, difficulties, and progress through this assessment. This information serves as feedback for both students and teachers.

   For students, formative assessment facilitates reflection, enabling them to monitor their learning progress, identify challenges, and determine steps for continuous improvement, thereby fostering lifelong learning skills. For teachers, formative assessments provide insight into the effectiveness of their instructional strategies, allowing them to enhance lesson design and implementation. Additionally, these assessments offer valuable information about students' learning needs. To ensure the usefulness of formative assessments for students and teachers, several considerations are necessary in their design:

   a. Formative assessment should not carry high stakes. It is designed for learning purposes and should not be used to determine report card grades, grade promotion decisions, graduation, or other significant outcomes.

b. Various techniques and instruments can be used. An assessment qualifies as formative when its purpose is to enhance the quality of the learning process (Mulayasa, 2008).
c. Formative assessment occurs concurrently with ongoing learning, forming an integral part of the learning experience.
d. Simple methods can be employed to allow for quick feedback on assessment results.
e. Assessments conducted at the beginning of learning provide insights into student readiness. Based on these assessments, teachers can adjust or modify their lesson plans and incorporate differentiated instruction to meet students' needs.
f. The assessment instruments should offer insights into students' strengths, areas for improvement, and ways to enhance the quality of their work or performance (Mulayasa, 2008). Thus, assessment results extend beyond mere numerical scores.

Summative Assessment

Summative assessment at the primary and secondary education levels evaluates the achievement of learning objectives and learning outcomes (CP) by students, forming the basis for determining grade promotion and graduation from an educational unit. Student learning outcomes are assessed by comparing their achievements with the criteria for attaining learning objectives. In early childhood education (PAUD), summative assessments are used to determine students' developmental achievements and are not used to evaluate grade advancement or graduation. A summative assessment reports learning outcomes, encompassing achievements and information on the child's growth and development.

Summative assessments can be conducted upon the completion of learning, such as after a specific unit (which may encompass one or more learning objectives), at the end of a semester, or at the conclusion of a phase. However, using summative assessments at the end of a semester is optional. The decision to conduct summative assessments at the end of a semester depends on whether teachers deem additional confirmation or information necessary to measure student learning outcomes. Conversely, if teachers consider the assessment data obtained during a semester sufficient, conducting an assessment at the end of the semester is not required.

Teachers can employ various techniques and instruments for summative assessments, including tests, observations, and performances (such as practical tasks, project-based work, or portfolio creation). Feedback from these outcome assessments (summative) can be utilized to measure student progress and guide teachers in designing activities for future lessons. In the

independent curriculum (Kurikulum Merdeka), (Hattarina et al., 2022) it is expected that formative assessments will be prioritized to provide feedback and track student progress. Nonetheless, summative assessments are still utilized to determine the achievement of learning objectives.

Assessment Implementation Techniques Conducted by Teachers for Students

Once the objectives have been formulated, the teacher selects and develops suitable assessment instruments. These instruments can be created based on the assessment techniques employed by the teacher. The following are examples of assessment techniques that can be adapted for conducting both formative and summative assessments:

1. Observation: Assessment is carried out through continuous observation of student behaviour at regular intervals. Observations can be focused on individual students or the entire class. They can be conducted during routine tasks or activities.
2. Performance: Assessment that requires students to demonstrate and apply their knowledge in various contexts according to specific criteria. Performance assessments can be practical tasks, product creation, project-based work, or portfolio development.
3. Project: Assessment activities that involve designing, implementing, and reporting on a task within a specified period.
4. Written Tests: Tests utilising written questions and answers to assess student abilities or gather information. Written tests can include essay questions, multiple-choice questions, descriptive questions, or other written formats.
5. Oral Tests: Questions or prompts given orally that require students to provide spoken responses. Oral tests can be conducted in a traditional classroom, involving the entire class or a large group of students.
6. Assignments: Assignments are given to students to measure their knowledge and facilitate their acquisition or enhancement of knowledge.
7. Portfolio: A collection of documents that reflect students' overall (holistic) development, including assessments, awards, and work samples, compiled over a certain period of time (Kherysuryawan, 2022).

Relevance of Learning to Competency Assessment

From the description above, it is evident that learning and evaluating educator competencies are interconnected and interrelated. The Minister of National Education Regulation 16/2007, which addresses academic qualification standards and teacher competencies, along with BSNP version 6.9 11/2008, provides an indicator framework for reporting the achievement of national education standards in terms of academic qualification

standards and teacher competencies and also the relationship between teacher competency assessment and learning, or vice versa.

Firstly, pedagogical competence is evaluated in assessing educator competencies, which measures educators' ability to understand and accommodate student characteristics. By understanding their students' characteristics, teachers can help develop their interests and talents, aligning with the goal of independent learning. Teachers support the development of students' interests and talents based on their characteristics.

Through this process, educators become acquainted with students' temperaments, which greatly influence their understanding of the subject matter and completion of assigned tasks. Teachers who understand their students' characteristics also know how students interact during learning. Thus, teacher competency assessment is closely related to the learning process, including whether teachers can effectively interact and communicate with students verbally and non-verbally.

Assessment is significant not only for schools but also for teachers within the school system. For teachers, assessment serves as feedback on their abilities, strengths, and weaknesses and aids in planning and career development. For schools, the results of teacher performance assessments are essential for making decisions regarding program needs, placement, promotion, and other aspects related to human resource development (Mulyasa, 2012; 2008)

The benefits of teacher performance assessment for schools include evaluating a teacher's performance level based on the school's established standards or criteria. This evaluation helps identify any weaknesses in instructional practices and provides feedback to teachers regarding their abilities, strengths, and areas for improvement in the teaching process. Instead of focusing solely on a particular teaching approach, teacher training and professional development should prioritise cultivating skills that have been shown to contribute to positive learning outcomes, regardless of the instructional approach employed. (Mulyasa, 2012; Mulayasa, 2008)

Teachers must pay attention to students' communication attitudes, as they significantly impact the learning process and help students achieve their learning goals. Additionally, teachers who are assessed for their pedagogical competence continuously improve their mastery of learning theories and educational principles. They also strive to enhance their curriculum development abilities and organise educational learning activities.

In addition, the assessment of teacher competence is closely related to learning (Fauth et. al., 2019). This assessment evaluates educators' competence in developing students' potential, their communication with students, and their ability to conduct assessments and evaluations.

These aspects are highly valuable in the learning process and contribute to making it more effective and efficient. The assessment results serve as a foundation for educators to enhance their competence in the pedagogical field.

Furthermore, learning is intricately connected to assessing teacher competence (Fauth et. al., 2019), particularly in personality. Assessing teacher competence (Fauth et. al., 2019) in this domain reveals how teachers' actions, attitudes, and behaviour align with religious, legal, social, and national cultural norms. Teachers assessed for their personality competence demonstrate their ability to set a positive example for students. They strive to improve their work ethic, consistently perform at their best, take full responsibility for their tasks, and take pride in their educator role. These factors significantly impact the learning process and the achievement of learning objectives. Teachers with a strong work ethic diligently engage in planning activities before imparting knowledge during the teaching and learning process. These plans adhere to established guidelines, ensuring a systematic and well-structured learning process that can be evaluated.

Additionally, teachers assessed for their competence continually enhance their teaching performance, fulfil their responsibilities with utmost dedication and seriousness, and maximise the learning outcomes. A teacher who takes pride in their profession is motivated to carry out tasks with noble intentions, recognising the noble nature of their work: educating the nation's children. They approach their teaching duties with sincerity and genuine care, understanding that their efforts benefit the students, themselves, and the nation.

Moreover, learning is also connected to teacher competence assessment (Fauth et. al., 2019), specifically in the social component. The relevance of these two aspects becomes evident as teachers are assessed for their objectivity, inclusiveness, and non-discriminatory behaviour. Teachers' communication with colleagues, education staff, parents, and the broader community is evaluated. Teachers assessed for competence in this domain understand the importance of objectivity and inclusivity, especially when interacting with students who may have slower thinking or response capabilities. They recognise that certain students may require more time to answer simple questions or respond appropriately to teacher prompts.

Teachers with high social competence employ various methods in the learning process to support students with learning difficulties. They embrace inclusivity, seek to understand students' physical and cognitive backgrounds and acknowledge that each student is unique. Treating students fairly, they provide individualised attention and assistance based on each student's needs, disregarding personal factors. Teachers with strong social competence exhibit positive relationships and actively contribute to formal and informal discussions with

colleagues. Additionally, they interact with all students without limiting their attention to specific groups. They allocate their time fairly during individual and group discussions. The assessment of competency in this aspect has a positive impact on the learning process.

Furthermore, learning positively correlates with teacher competency assessment, particularly in the professional component. Teachers who possess professional skills demonstrate mastery of the subject matter they teach, enhancing the learning process's success. Their comprehensive understanding and mastery of the content enable effective knowledge transfer to students. Moreover, professionally competent teachers display expertise in the structures, concepts, and scientific perspectives underpinning their teaching subjects. Professional teachers continually develop their professionalism through reflective practices that exemplify their educator role. They consistently exhibit energy and enthusiasm in the teaching process, set clear goals for the learning process, and possess the knowledge required to achieve these goals. They also possess effective student discipline skills and communicate effectively with parents. Professional teachers maintain high expectations for their students' success and possess in-depth curriculum knowledge. All these factors significantly influence the learning process. From this analysis, it is evident that learning and teacher competency assessment are closely interconnected. This assessment is conducted to enhance the quality of teachers and learning (Creemer et. al., 2012). Additionally, it provides an accurate basis for evaluating the effectiveness of the teacher performance system, establishes the groundwork for a tiered professional improvement program, and assists teachers in fulfilling their duties and obligations properly throughout the learning process.

Exploring the Relationship Between the Teaching-Learning Process and Teacher Competency Assessments in Achieving Curriculum Goals

The teaching-learning process and teacher competency assessments are closely intertwined in pursuing the educational goals outlined in the curriculum. Below is a concise breakdown of their interplay:

1. Alignment of Instruction; Teacher competency assessments help ensure that educators possess the necessary skills, knowledge, and abilities to deliver instruction in alignment with the curriculum's goals effectively. By assessing teachers' competencies, educational institutions can identify areas where additional support or professional development is required to enhance the quality of teaching. (Creemer et. al., 2012).
2. Effective Instructional Strategies; Teacher competency assessments evaluate teachers' proficiency in various instructional strategies and techniques. This evaluation helps

educators develop diverse, effective teaching methods that cater to different learning styles, promoting student engagement and understanding.

3. Adaptation to Student Needs; The teaching-learning process must be responsive to students' diverse needs. Through competency assessments, teachers can identify gaps in their ability to meet individual student needs, such as differentiating instruction for students with varying abilities or incorporating inclusive practices. Addressing these gaps enhances the likelihood of achieving educational goals for all students.
4. Continuous Improvement; Teacher competency assessments facilitate ongoing professional growth and development. By evaluating their instructional effectiveness, educators can identify areas for improvement and engage in targeted professional learning opportunities. This continuous improvement contributes to the refinement of teaching practices and ultimately enhances the achievement of educational goals.
5. Assessment Validity and Reliability; Teacher competency assessments play a crucial role in ensuring the validity and reliability of student assessments. Competent teachers are better equipped to design and implement reliable assessments that accurately measure students' understanding and progress towards curriculum goals. This alignment strengthens the overall assessment process and promotes meaningful learning outcomes.
6. Accountability and Quality Assurance; Teacher competency assessments serve as a mechanism for ensuring accountability and maintaining high-quality education. Assessing teachers' competencies helps educational authorities and institutions identify effective teaching practices, establish benchmarks, and monitor progress toward educational goals. This accountability fosters a culture of excellence and supports the overall success of the curriculum.
7. Student Achievement and Success; Ultimately, the relationship between the teaching-learning process and teacher competency assessments directly impacts student achievement and success. When teachers possess the necessary competencies and employ effective instructional strategies, students are more likely to achieve the desired learning outcomes outlined in the curriculum. By continuously assessing and improving teacher competencies, educational goals are better positioned to be met, leading to positive student outcomes.

Teacher competency assessments are integral to the teaching-learning process and the achievement of educational goals. They promote effective instruction, support the adaptation of teaching to student needs, drive continuous improvement, enhance assessment validity and reliability, ensure accountability, and ultimately contribute to student achievement and success.

Navigating Challenges and Seizing Opportunities: Exploring the Relationship between Curriculum Changes, the Teaching-Learning Process, and Teacher Competency Assessments in Achieving Educational Goals

Curriculum changes present challenges and opportunities that significantly impact the teaching-learning process and teacher competency assessments. Understanding and addressing these factors is essential for achieving educational goals.

1. Educational Relevance; Challenge: Ensuring curriculum changes maintain relevance in a rapidly evolving world is crucial. The curriculum must reflect societal changes, advancements in knowledge, and emerging skills required for the future workforce. Opportunity: There is a chance to design a curriculum that prepares students to tackle real-world challenges and equips them with the necessary skills to succeed in a changing landscape.
2. Teacher Preparation; Challenge: Implementing a new curriculum often necessitates that teachers undergo professional development and adapt their teaching practices. This can be particularly challenging for teachers accustomed to a different curriculum for an extended period. Opportunity: This scenario allows educators to expand their knowledge, develop new instructional strategies, and enhance their teaching skills, ultimately benefiting teachers and students.
3. Resource Allocation; Challenge: Curriculum changes may require the allocation of additional resources, such as updated textbooks, instructional materials, or technology. This can be a significant challenge for educational institutions with limited budgets or inadequate infrastructure. Opportunity: It allows reassessing resource allocation strategies, exploring innovative solutions, and leveraging technology to enhance the learning experience.
4. Assessment and Evaluation; Challenge: Changes in the curriculum often necessitate corresponding adjustments in assessment methods. Developing and implementing new assessment frameworks can be challenging, especially when ensuring alignment with the revised curriculum. Opportunity: There is an opportunity to adopt more authentic and comprehensive assessment approaches that better measure students' understanding, skills, and competencies.
5. Stakeholder Engagement; Challenge: Curriculum changes require collaboration and buy-in from various stakeholders, including teachers, students, parents, and educational administrators. Engaging these stakeholders and addressing their concerns can be

complex. Opportunity: Inclusive decision-making processes can foster a sense of ownership and create a shared vision for educational improvement.

6. Flexibility and Adaptability: Challenge: Curricular changes can necessitate a shift towards more flexible and adaptable instructional models. This requires educational institutions to embrace innovative teaching and learning methods, such as project-based, personalised, or blended learning. Opportunity: Embracing these changes offers the opportunity to create dynamic and engaging learning environments that cater to individual student needs and foster critical thinking and creativity.
7. Equity and Inclusivity; Challenge: Curriculum changes should consider the diverse needs of students, ensuring that educational opportunities are accessible and inclusive. This involves addressing resource disparities, accommodating students with different abilities and backgrounds, and promoting cultural responsiveness. Opportunity: There is an opportunity to design a curriculum that embraces diversity, fosters inclusivity, and prepares all students for success.
8. Continuous ImprovementChallenge: Implementing curriculum changes is an iterative process that requires ongoing evaluation and improvement. This involves collecting and analysing data, monitoring student outcomes, and making necessary adjustments to enhance the curriculum's effectiveness. Opportunity: Educational institutions can cultivate a culture of continuous improvement, empowering educators to refine and optimise the curriculum based on evidence and feedback.

Conclusion

In conclusion, curriculum changes bring both challenges and opportunities. By addressing challenges such as educational relevance, teacher preparation, resource allocation, assessment and evaluation, stakeholder engagement, flexibility and adaptability, equity and inclusivity, and continuous improvement, educational systems can embrace opportunities for innovation, improved student outcomes, and a more effective and responsive educational system.

CONCLUSIONS

In conclusion, the interplay between the teaching-learning process and teacher competency assessments plays a crucial role in achieving curriculum goals. By aligning instructional strategies with the curriculum, assessing teacher competencies, and providing targeted professional development, educators can enhance their effectiveness in delivering instruction that supports student learning and achievement. Teacher competency assessments

serve as a mechanism for continuous improvement, ensuring accountability, and maintaining high-quality education. When teachers possess the necessary competencies and employ effective instructional strategies, students are better positioned to achieve the desired learning outcomes outlined in the curriculum. Ultimately, the successful interplay between the teaching-learning process and teacher competency assessments paves the way for positive student outcomes and the attainment of curriculum goals.

The relationship between the teaching-learning process, teacher competency assessments, and changes in the curriculum is essential for achieving educational goals. While curriculum changes bring challenges, such as maintaining relevance, teacher preparation, resource allocation, assessment adjustments, stakeholder engagement, flexibility, equity, and continuous improvement, they also offer opportunities for innovation, improved student outcomes, and a more responsive educational system. By aligning teaching practices with curriculum goals, assessing and enhancing teacher competencies, and adapting instruction to meet student needs, educational institutions can maximise the potential of curriculum changes to drive meaningful learning experiences and foster student success.

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