

ARIEF HERMAWAN -
DEVELOPING OF
INFORMATION SYSTEM FOR
THE COUNSELLORS'
PERFORMANCE ASSESSMENT
by Cek Turnitin

Submission date: 23-Dec-2023 03:15PM (UTC+0700)

Submission ID: 2232156794

File name: DEV_INFORMATION_SISTEM.docx (327.21K)

Word count: 1711

Character count: 10198

DEVELOPING OF INFORMATION SYSTEM FOR THE COUNSELLORS' PERFORMANCE ASSESSMENT

Author: Arief Hermawan¹; Andori²; Adityo Permana W³; Taufiqur R⁴

University Technology of Yogyakarta^{1,3,4}; Central Java Indonesian Consellers Association²;

E-mail: ariefdb@uty.ac.id¹; andori_bk@yahoo.co.id²; adityopw@uty.ac.id³

Taufiqur.rokhan@outlook.com⁴

ABSTRACT

As per the regulation of State Minister for the Empowerment of State Apparatus and Bureaucratic Reform No. 16 of 2009, the assessment of counsellors' performance should be conducted once a year. In fact, up to now, the assessment of counsellors' performance has been done manually. As a result of applying the manual process, it creates a number of problems such as; (1) the process of the assessment cannot be calculated automatically; (2) A large number of spaces are needed to store the files; and (3) the retrieval process takes a long time. This present research develops the information system to assess the counsellors' performance. Therefore, the Information system will be developed by utilizing the BorlandDelphiandMySQLdata base. Once the system completed, it will bring us a number of advantageous such as (1) the assessment calculation process can be performed easily; (2) the storage process make it possible to be conducted digitally; (3) the retrieval process will take less time.

Keywords: Information system. Counsellors' Performance.

1. INTRODUCTION

Teachers are professional educators whose primary task is to educate, teach, guide, mentor, train, assess, and evaluate learning participants [1]. As professional educators, teachers should be developed continuously and proportionally in accordance to teacher functional position. In addition to that, in order to allow the function and task attached to teacher functional position to be performed in

accordance to the applicable rules, a Teacher Performance Assessment is required to guarantee a quality learning process.

According to the regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform No 16 year 2009 [2], a Teacher Performance Assessment is an assessment of each item in teacher primary task activity related to career development, ranks, and positions. Teacher primary task implementation cannot be separated from the capability of a teacher in knowledge mastery, knowledge and skills application, as competency required in accordance to the mandate of the regulation of the Minister of National Education no 16 year 2007 on Teacher Academic & Competency Qualification Standards for teachers [3], and the regulation of the Minister of National Education 27/2008 on Counsellor Competency and Qualification Standards [4].

In general, a Teacher Performance Assessment plays two primary functions as below

1. To assess teacher competence in applying all competency and skills required in learning process, mentoring, or implementation of additional tasks which are relevant to school functions.
2. To calculate the number of credit that teachers earn for their teaching/mentoring performance, or for additional task implementation which is relevant to school function

The result of the number of credit stipulated is used as the basis for teacher promotion stipulation consideration [5].

Today, the performance assessment of guidance & counselling teachers/ counsellors is performed by using a manual system (not computerized). Guidance and Counselling teachers/counsellors must complete instruments in sheet of papers. This manual completion process has some disadvantages :

1. The assessment process cannot be achieved automatically. A computerized system allows an assessment process to be performed automatically by using mathematical calculation function provided by a software.
2. Archiving process requires a large storage facility, and document searching processes take a long time. Computerized system allows digital storage and no physical storage is required.
3. The data searching process cannot be completed fast. A computerized system allows data search to be conducted quickly.

This research is going to develop a teacher performance assessmentsystem using case studies related to the performance assessment of counselling and guidance teachers. This computerized assessment performance for counsellors/ guidance and counselling teachers is expected to help them in completing their administrative related tasks faster. It is expected that counsellors/guidance & counselling teachers could focus more on their counselee related tasks.

2. RESEARCH METHODOLOGY

This counsellor/guidance & counselling teacher performance assessmentsystem development method refers to the system development method proposed by Whitten, Bentley, & Dittman [6]. Whitten, Bentley, & Dittman [6] state that information system development is conducted through analysis, design and implementation phases.

At analysis phase, system requirement would be analyzed. This system requirement analysis is conducted by analyzing documents and interviews with the assessors of counsellors/ guidance & counselling teachers.

At design phase, a data flow design which enters and exits the system would be established. The data flow design would be established using a Data Flow Diagram. In addition to that, forms, reports, and table relationships would be employed.

Implementation phase is an interpretation phase from the design phase to the software which is ready to use. The software used is Borland Delphi and Database MySql.

3. RESEARCH FUNDINGS AND DISCUSSION

Based on the requirement analysis result, the performance assessment system of counsellors/guidance and counselling teachers can be illustrated as seen in Picture 1.

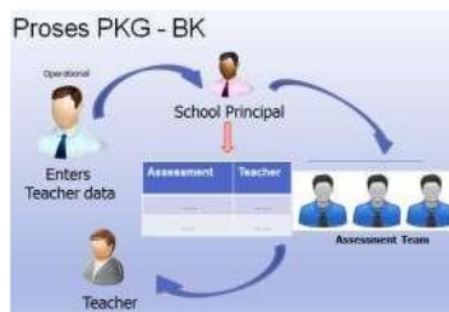


Figure 1. The Process of Counsellors/Guidance & Counselling Teachers Performance Assessment.

Based on figure 1, it can be explained :

1. An administrative officer enters the data of the counsellor/guidance & counselling teacher on the concerned school. The officer will also enter school data, headmaster data, and assessor data.
2. Headmaster will enter assessors' names for counsellors/guidance & counselling teachers who will be assessed.
3. Assessor will enter performance supporting data during assessment period in accordance to the competency item in the instrument [7].
4. Assessor(s) assesses the performance of counselling & guidance teachers.
5. Counsellors/guidance & counselling teachers verify assessment and sign assessment result should they approve it.
6. Should counsellors/teachers not approve their grade, then assessment could be retaken after participating in continuing profession development on a competency item whose score has not been achieved.
7. Assessor prints the assessment result and asks for ratification from the headmaster.

Based on the process of counsellors/guidance & counselling teacher performance assessment which has already been explained in Picture 1, it is deemed necessary to provide forms and reports as depicted in Table 1.

Table 1. Form and Report Requirement

No	Entity	Form	Report
1	Administrative Officer	Enters teacher data	Prints teacher data
		Enters assessor data	
		Enters school data	
		Enters Headmaster's data	
2	Headmaster/ School Principal	Enter assessors data for each teacher	Prints assessors data for teachers
			Prints assessment result
3	Teachers	Enter performance supporting data	Approve or wish to retake assessment on the competency item after participating in Continuing Profession Development.
		Verify assessment result	
4	Assessors	Conduct assessment	Prints assessment result

The process flow occurring on the system of counselling & guidance teachers performance assessment based on Table 1 is depicted on a context diagram, as seen in Figure 2.

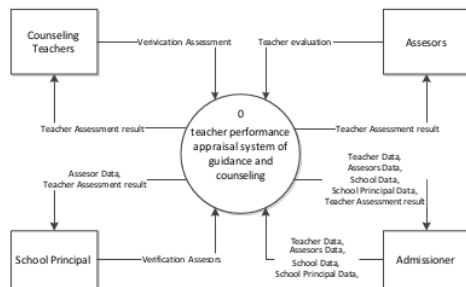


Figure 2. Context Diagram of Counsellor/Guidance & Counselling Teachers Performance Assessment System

The details of the process flow occurring on Counsellor/Guidance & Counselling Teachers Performance Assessment System is depicted on a Level 1 Diagram as seen in Figure 3.

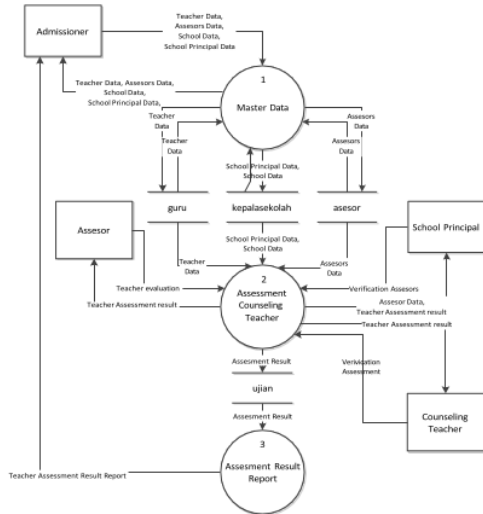


Figure 3. Level 1 Diagram. Counsellor/ Guidance & Counselling Teachers Performance Assessment System.

Tables used on Counsellor/ Guidance & Counselling Teachers Performance Assessment System is depicted through table relationships as seen in Figure 4.

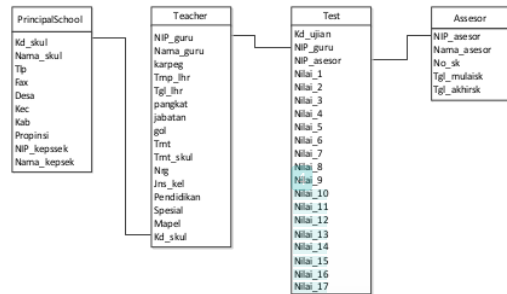


Figure 4. Relationship Table of Guidance & Counselling Teachers Performance Assessment System

Based on the illustration of Figure 2 and the explanation on Table 1, the interface display of Guidance & Counselling Teachers Performance Assessment System for assessor data input is as seen in Figure 5.

Figure 5. Assessor Data Input

Interface display of Guidance & Counselling Teachers Performance Assessment System for teacher data input can be seen in Figure 6.

Figure 6. Counsellor/ Guidance & Counselling Teacher Data Input.

Interface display of Guidance & Counselling Teachers Performance Assessment System for assessment inputs conducted by assessors toward teachers, can be seen in Figure 7.

Figure 7. Assessor Assessment input on Counsellors/ Guidance & Counselling Teachers

Interface display of Guidance & Counselling Teachers Performance Assessment System for school and headmaster data inputs can be seen in figure 8.

Figure 8. Headmaster and School Data Inputs

Before reports are printed, records on counsellors/guidance & counselling teacher assessment during a certain period would be viewed. Each assessed teacher could do verification first before the assessment result report is printed. Report selection display can be seen in Figure 9.

Figure 9. Assessment Result Report

The reports generated by the counsellors/guidance & counselling teacher performance assessment system can be seen in Figure 10.



Figure 10. Report of Counsellor/Guidance & Counselling Teacher Assessment Result

4. CONCLUSION

The information system of Counsellor/ Guidance & Counselling Teachers performance assessment is a computerized system on the performance assessment of counsellors/ guidance & counselling teachers. This system comprises of four (4) forms and two (2) reports, namely counsellor/ guidance & counselling teacher data input form, assessor data input form, headmaster and school data inputs form, assessor assessment on counsellor/ guidance & counselling teachers input form, report based on assessment period, and final report which is a final result report on counsellors/ guidance & counselling teachers performance assessment. This system involves four users: administration party, headmaster, guidance & counselling teachers/ counsellors and Assessors. This system allows performance assessment of counsellors/ guidance & counselling teachers to be done quickly, requires less storage facility, and provides an easier data search.

5. REFERENCES

- [1] Laws No 14 year 2005 on Teachers and Lecturers.
- [2] Regulation of State Minister for the Empowerment of State Apparatus and Bureaucratic Reform No. 16 of 2009 on Teacher Functional Position and The Credit Number
- [3] Regulation of the Minister of National Education No 16 Year 2007 on Teachers Competency & Academic Qualification Standards.
- [4] Regulation of the Minister of National education No 27 year 2008 on Counsellors Competency and Academic Qualification Standards.
- [5] Joint Regulation of the Minister of National Education and Chief of State Employment Agency No 03/V/PB/2010 and No 14 Year 2010 on Guidance on Teacher Functional Position Implementation and The Credit Number
- [6] J. L. Whitten, L. F. Bentley, &K. C. Dittman, 2004. System Analysis and Design Method, Andi Publisher, Yogyakarta
- [7] Regulation of Minister of National Education No 35 Year 2010 on Guidance on Teacher functional position Technique and The Credit Number.

ARIEF HERMAWAN - DEVELOPING OF INFORMATION SYSTEM FOR THE COUNSELLORS' PERFORMANCE ASSESSMENT

ORIGINALITY REPORT

11%

SIMILARITY INDEX

8%

INTERNET SOURCES

4%

PUBLICATIONS

6%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to International Islamic University Malaysia Student Paper	2%
2	Submitted to International University of Japan Student Paper	1%
3	www.ijsrp.org Internet Source	1%
4	docplayer.info Internet Source	1%
5	ejournal.karinosseff.org Internet Source	1%
6	ilkogretim-online.org Internet Source	1%
7	ejournal.radenintan.ac.id Internet Source	1%
8	Yenny Tjoe. "Measuring the livelihood vulnerability index of a dry region in Indonesia", World Journal of Science,	1%

Technology and Sustainable Development, 2016

Publication

9	ijersc.org Internet Source	1 %
10	Submitted to University of Malaya Student Paper	1 %
11	repository.wima.ac.id Internet Source	1 %
12	Iwona Zwierzchowska, Piotr Lupa. "Providing contact with nature for young generation - A case study of preschools in the City of Poznań, Poland", Urban Forestry & Urban Greening, 2021 Publication	1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On

ARIEF HERMAWAN - DEVELOPING OF INFORMATION SYSTEM FOR THE COUNSELLORS' PERFORMANCE ASSESSMENT

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

/0

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5
