



The Use of Smartphones as Self Assessment for Teaching Skills

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Abstract

This research aimed to develop effective communication based teaching skills for early childhood education teacher which evolved according to Indonesian National Curriculum Framework used recently in Early Childhood Education Department, Faculty of Education, Universitas Negeri Jakarta. This research is expected to facilitate early childhood teachers to assess their teaching ability. Smartphones can be used to document teaching skills while doing microteaching. This research is conducted on the students of PG PAUD study program Faculty of Education Universitas Negeri Jakarta, which is following the course of Foundation of Curriculum and Curriculum: teaching practice, with the basic subject of teaching skill, theoretically and practically. Data were collected through the utilization of observation and document analysis and interview. The use of smartphones as self-assessment is appropriate to be used as one of the development of ECE teacher teaching skills model. 85% of student can directly and analyzed about their teaching skills by looking video in their smartphone. The result of this research that the use of smartphones is very efficient and practical, because almost all students have the gadget.

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INTRODUCTION

Smartphone as one of the latest and updated telecommunication products in the globalization era, communication and information technology has its own phenomenon for the world of education, especially for teachers and students. Its presence is so providing convenience and sophistication to be able to access and get all information across the world very quickly and can also be used as a learning media.

Teachers also have to master a basic skill in teaching, since basic skills could provide a deeper understanding of teaching. Teaching is not just a process of delivering information but involves other characteristics, such as attitude, character, emotional, habits and values.

This research is expected to facilitate early childhood teachers to assess their teaching ability. Smartphones can be used to documentation for teaching skills while doing microteaching.

ICT is defined as Design (and evaluation) of an artifact, the setting or the system as a solution for people with either the structure or function or information and communication. While ICT according to another expert, Bolstad (2004: 8) stated that something which allows us to get information and communicate each other as well as having an effect on the environment using electronic or digital equipment.

Assessment can be used as a tool of reflection in the assessment process. Numerous ICT devices can be applied in the implementation of assessment, the variety of ICT tools that can be used such as computers, LCD, and smartphone. The one of digital equipment can use for get information and communication is a Smartphones.

This is a multimedia phone that combines PC functionality and the handset produces a luxurious gadget, where there are text messages, camera, music player, video, game, email access, digital tv, search engine, manager of personal information, GPS features, internet telephone services and even available a phone that also many functions. (Williams & Sawyer, 2011).

ICTs for education imply the development of information and communications technology specifically for teaching/learning purposes, while the ICTs in Education involves the adoption of general components of information and communication technologies in the teaching learning process (Olakulehin, 2007).

The role of technology in education will help teaching-learning process, especially in the assessment of learners. If the assessment using technology, it will make assessment activities be-

come easier, safer and faster. We also can collect, store and analyze the progress of learners with effective and efficiently (Pyle, 2013).

Video is one type of audio-visual media can describe an object that moves together with sound natural or appropriate sound. Video capabilities depict live images the sound provides its own charm. Videos can provide information, expose the process, explain complex concepts, teach skills, shorten or extend time, and influence attitudes. (Azhar Arsyad, 2011).

In assessing, each student should not use their speculation but based on the factual activities in classroom, they should be accordance with the facts in the real life. This can be done by applying technologies such as using video recording equipment, sound and image capture tool. Therefore, technology could help as real and concrete evidence to see the progress and development of learners.

Self-assessment becomes a new vision in evaluating learning for the progress of student study. This assessment model requires students to assess their own work, based on clear evidence and criteria, for the purpose of improving future performance. (McMillan & Hearn, 2008).

Self-evaluation is defined as students judging the quality of their work, based on evidence and explicit criteria, for the purpose of doing better work in the future (Rolheiser & Ross, 2013.). Self-assessment is a way to look inside yourself.

Through self-assessment, students can see their strengths and weaknesses, so that these deficiencies become an improvement goal. Thus, students are more responsible for the process and achievement of their learning goals. Effort, achievement, self-judgment, and self-reaction all can combine to impact self-confidence in a positive way for being a good teacher. Especially in microteaching for looking teaching skills as PAUD teacher candidates.

METHOD

This study is a research and development (R & D) is to produce and test the efficacy of this product. This research is conducted on the students of PG PAUD study program Faculty of Education Universitas Negeri Jakarta, which is following the course Foundation of Curriculum and Curriculum: teaching practice, with the basic subject of teaching skill, theoretically and practically

Data were collected through the utilization of observation and document analysis and inter-

view. The respondent who becomes a source in the object research with 41 respondents. APKG (Alat Penilaian Kemampuan Guru) become a reference to assess the results of microteaching or self assessment of teaching skills.

RESULTS AND DISCUSSION

Smartphone used for: (1) At the beginning of micro teaching, audio visual recording related with the practice of teaching basic skills will allow students to perform for 15-20 minutes; (2) While processing the macro teaching practice, audio visual recording related with the practice of the teaching skills, students perform for 30-45 minutes starting from the beginning of lesson until the end of the lesson.

While recording with video in smartphone, used for: (1) At the beginning of micro teaching, it shows the sample video of practical in teaching skills, and moments of reflection to see the video recordings of students accomplish some practical skills that are shown as a self-reflection and discussion; (2) while processing the macro teaching practice, it shows the sample video practice teaching skills of the beginning until the end of the lesson, and a moment of reflection to see the video recordings of practice teaching skills of students as a whole, it shown as a self-reflection and discuss the entire process.

Table 1. Self Assesment for Teaching Skills

No	Teaching Skill	Technique
1	Opening and Closing lesson	Observing the video
2	Explanation skills the lesson	Observing the video
3	Questioning skills	Observing the video
4	Managing the class	Observing the video
5	Activated student in class	Observing the video
6	Preparing class and instructional media	Observing the video
7	Reinforcement for student	Observing the video
8	Evaluation and reporting	Observing the video

Using smartphone can helps student for asses their skills. 85% of student directly and analyzed about their teaching skills by looking video in their smartphone. They are can describe the assessment criteria of teaching skills ranging from the beginning until the end of the learning activity. Video recordings practical of teaching students skills which are shown as a self-reflection and makes some discussion.

CONCLUSION

The use of smartphones as self-assessment is appropriate to be used as one of the development of ECE teacher teaching skills model. The result of this research that the use of smartphones is very efficient and practical, because almost all students have the gadget.

Teaching skills for a teacher is very significant and one of requirements if he or she wants to be a professional teacher. A teacher must understand and mastering their lesson as well as the basic teaching skills, it will support teacher to be success in bring the process of teaching and learning.

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