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Assessment Model of Student Field Practice at Faculty of Tarbiyah and Teaching Training in Indonesia: A Reality and Expectation

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The assessment model of student field practice is essential to assess the achievement of students' competence as a prospective teacher. It is also important in Faculty of Tarbiyah and Teaching Training. The objective of this research is to identify the available assessment model in sequence to find causes why do the lecturers find difficulty in assessing the students' practice and the expected remedies. This research used concurrent mixed method with concurrent triangulation design. Data was collected using questionnaires, focus group discussion, and documentation. Data was analysed in quantitative using descriptive statistic and in qualitative using Miles & Hubberman method. The result shows that in reality, there are many weaknesses in the assessment model. They are seen in several aspects; from validity and reliability aspects, empirical evident is not found; from objective aspect, layout instrument, guideline, and scoring rubric are unclear and not detail; from the systematic aspect, assessment sequence is unstructured; while from practicality aspect, the result is not optimal. The desired expectation is the provision of a simple assessment that is valid, reliable, objective, and easy to understand as well as practical to be used.

Keywords: assessment model, student field practice, reality, expectation, teaching training

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INTRODUCTION

Quality of teacher is considered as the most important factor in affecting education quality (Bahcivan & Cobern, 2016; Le Cornu, 2016). Meanwhile, the quality of teacher in the future is determined by the quality of students as prospective teacher today. That is why, it is important for university to provide and prepare the graduates to be ready for real working world according to social needs, this also becomes the main consideration in College of Islamic Religious Affairs.

Until now, based on the number of teacher needs, there are 492.765 teachers needed in all provinces in Indonesia. Nationally, the needs for religion teachers show surprising number. According to EMIS Data 2015/2016, total of Moslem students in elementary school, junior high school, senior high school, and vocational high school were 37.655.118 students. Meanwhile, the available teachers were only 182.696. The ideal number should be 217.738 teachers. It means that approximately more than 35.042 teachers were needed. According to the data in 2017, this number is getting higher, it is estimated that there are 55 thousands of religion teachers reaching retirement and applying for another position such as supervision (Republika, 2017). Therefore, it is necessary for College of Islamic Religious Affairs to work hard and take on commitment in graduating quality prospective teacher that is consistent with social needs.

The needs of society for quality teachers, encourage the College of Islamic Religious Affairs to continue to make a breakthroughs which are related to the model of the conducted teacher education. It aims to produce graduates who are able to educate professionally and have a high character based on the power of faith and piety. It is considered that the graduates have mastered the required academic competencies and are seen as individuals who are ready to become professional teachers by applying a teacher-based education collaboration model between supervisor lecturer and tutor teachers with students in the implementation of field experience practices.

Student field practice is an important component of teacher education programs and it is also an important step in preparing students to become prospective teachers (Azeem, 2011; Butler & Cuenca, 2012; Gareis & Grant, 2014). This program provides an opportunity for students as prospective teachers to understand world of teachers in real so that they are able to integrate theory and practice of teaching before they actually get involved in it. Therefore, it is required continuous and sustainable improvements, so that this program becomes more effective and significant.

There is various research that have been performed related to student field practice in teacher education program, in which in general, it is expected to train students to apply their knowledge and skill to be a quality teacher, however, in fact, various problems in its implementation remain present (Whitebook, et.al., 2012; Cohen, et.al., 2013). Rakicioglu & Eroz (2014) finds that the students find difficulty in making adaptation to class, handle their worry in class in addition to the time management. Furthermore, they are also given limited role in class. This is in contrast with the expectation and objective of this practice.

Other problems faced by the students in implementing their teaching practice are class management, the use of less varied teaching method, and the difference between technique of teaching evaluation learnt in the faculty and used in the school they practice. This situation makes them frustrated and it may trigger negative view on teacher profession. In addition, most of schools are also unprepared to accept students performing field practice (Demet & Bektas, 2011).

Based on various literature review, there are many research showing that there is a gap or difference between what is observed and experienced in the teaching practice according to school placement and what is taught in the Faculty (Boz & Boz, 2006; Ogan-bekiroglu, 2007). However, many researches have also reported the success of this practice in shaping the perception of students in choosing teacher as their profession. This practice is considered effective for students in deciding whether they want to be a teacher or not (Chong & Low, 2009; Wan, et.al., 2010).

In Australia, this practice becomes a complex issue in teacher education programs, so that, since 2008, the Council of Australian Governments (COAG) committed $77M for the Improving the Practical Component of Teacher Education (IPCTE) program. This program is enforced for all states and territories in Australia and places a strong emphasis on increasing the number of days of professional experience offered in teacher education programs. In 2011, a new Australian Institute for Teaching and School Leadership (AITSL) program was developed to improve the quality of students as prospective teacher and explicitly it is assessed as effective in improving learning outcomes in the 21st century (Howley, et.al., 2016).

In Turkey, reformation in teacher education does not only involves innovations in the program but also in construction development studies of accreditation standard models of quality improvement of the student field practice in teacher education programs. For this objective, the Turkish National Committee established the Council of Higher Education (CHE) assigned to develop this program as it is considered very important and effective for students as a process of practicing the theories they learnt in a real educational environment (Yüksel, 2012). In the Philippines, according to the result of research on Muslim students in Marawi City joining field practice, this practice effectively helps students to gain confidence, interpersonal skills, communication skills, and social awareness (Guimba, et.al., 2011).

In Indonesia, College of Islamic Religious Affairs also requires the students of faculty of *Tarbiyah* and Teaching Training to perform filed practice. This practice aims to provide real experience and expand students' horizon in shaping the main competence of teacher in school/madrasah. However, in fact, the implementation still shows several problems such as supervision by advisors, examination problem with advisors, scoring problem issued by advisors, even the advisors only focus on reporting activities, not all advisors are understand with assessment model comprehensively (Rofik, 2007; Aprison, 2012; Hashona, 2014).

The results of other researches in Indonesia show that students at the time of doing the practice of field experience still have difficulty in determining methods and learning tools or the media that are appropriate to the material to be taught, supplementing the

instruments or learning evaluation tools (Wahyuningsih & Budiwibowo, 2014; Eriawati, 2015). A research by Nurcahyo & Kartowagiran (2015) showed that the competence of students who practice field experience has a tendency to be in the sufficient category. A research held by Fanani (2016) also showed that most tutor teachers are less confident in the ability of students during practice.

The various research results above are contradictive with the final grades obtained by students in conducting the practice of field experience, that is the majority of students graduate and on average get very good grades. The ability of students to practice field experiences assessed by tutor teachers is very high (> 90%), one of which is influenced by the assessment model used has not been able to reveal the competence of students as prospective teachers (Irianti & Zuhdi, 2014). The high value of the practice of field experience indicates that there is a gap from the assessment carried out using the existing valuation model.

Based on the problems above, it shows that one of the main and general problems in the implementation of the student field practice in College of Islamic Religious Affairs so far is affected by the assessment model used that has not been able to reveal the competence of students performing students field practice and having adequate employability skills as prospective teachers. The scope of student's competency assessment is the professional, pedagogic, social and personality competencies required to become a teacher, because there are still many indicators that have not been invaluable by the existing assessment instruments and there is no clear assessment guidance that raises various problems faced by the supervisor lecturers and tutor teachers in assessing students' competencies, even though they have sufficient experience in guiding practicing students every year. Consequently, there should be a research identifying the reality and expectation on model assessment of the student field practice at Faculty of *Tarbiyah* and Teaching Training in Indonesia, In order to improve the existing assessment model so that the supervisor lecturers and tutor teachers are able to report the results of the assessment in more detail and comprehensively in measuring the achievement of the student's competency, because if the assessed competencies are carried out in accordance with clear assessment components and procedures, then the results are assumed The assessment obtained has high accuracy and consistency in describing the achievement of student competencies to prepare them to become professional teachers in the future. In addition, in Indonesia there has been no research that specifically examines these problems even though this has become a global problem faced by tutors and tutors in assessing students of field experience practices at Faculty of *Tarbiyah* and Teaching Training in Indonesia.

There are two objectives of this research, which are to identify the reality of assessment model of student field practice in Faculty of *Tarbiyah* and Teaching Training and to find the expected assessment model in handling the existing reality.

METHOD

Research Design

The research used concurrent mixed method approach with concurrent triangulation strategy. This approach provides a philosophical assumption in pointing directions or

providing guideline on how to collect data and analyse quantitative and qualitative data at the same time and then compares the two data to find out differences or combinations (Creswell, 2014). First, the researcher applied the quantitative approach to identify the weakness and strength of assessment model of student field practice used so far. Then, the researcher applied the qualitative approach to identify the problems faced by advisors and teacher-mentors in assessing students performing field practice and what was expected to overcome the problems. The procedure of this research design model is shown in Figure 1 below.

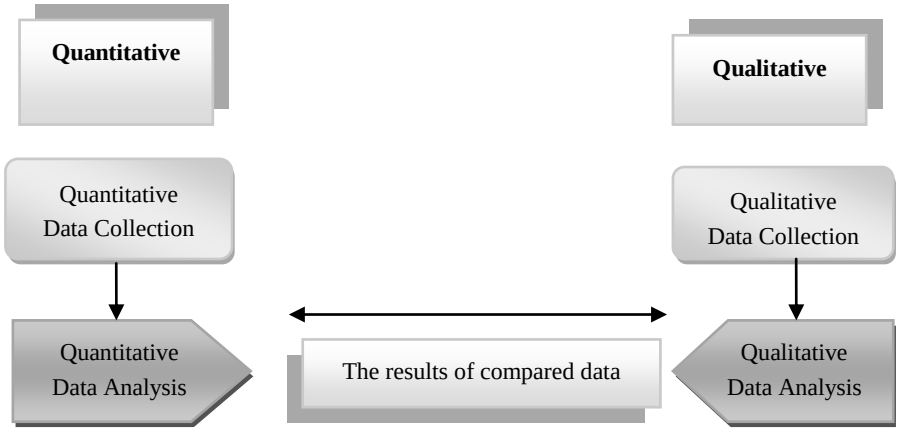

Figure 1
Concurrent Triangulation Strategy (Creswell, 2014)

Data

The data in this study was collected from questionnaires containing 18 statements using scale Likert rating (scale 1-5, those are: 1= disagree, 2= less agree, 3=neutral, 4= agree, 5= very agree) to see the items as the behavioural sample which represent the measurement attribute with the help of *google form* to identify the characteristics of assessment model of student field practice used so far. The validity of the instrument measurement used is the validity of the content by expert judgment with a validity index by Aiken. To see the index of the *Rater* agreement on the suitability of the item with the indicators measured using the item followed by estimating the reliability of the instrument using the alpha of Cronbach (α) $\geq$ 7.0 which shows that the instrument is said to be reliable (Nunnaly, 1981, Lin, 1990). Focus Group Discussion was then conducted to identify the problems faced by the advisors and teacher-mentors in assessing the students performing field practice and what is expected to solve the problem. There were 28 people involved in Focus Group Discussion, consisting of 14 advisors and 14 teacher-mentors. This data was also supported by documentation study to obtain real picture about assessment document from advisors and teachers on students performing field practice by using available assessment model.

Participant

Participants or respondents in the research were all advisors and teacher-mentors of the students performing field practice in Faculty of *Tarbiyah* and Teacher Training, Gorontalo Province, Indonesia. They were experienced in guiding the students performing field practice. Focus Group Discussion participants were selected using purposive sampling technique. The participants were 14 advisors (DP1-DP14) and 14 teachers (GP1-GP14). Characteristics of Focus Group Discussion participants were 10 male participants and 18 female participants. The qualification to be advisors should have education background, experienced as advisors, and have work period for more than 10 years. Meanwhile, the qualification to be teacher-mentors should be teacher with relevant subject to the competence of study program and have a work period for more than 10 years and have obtained a bachelor degree education.

Data Analysis

Quantitative data analysis techniques used in this research was descriptive statistical analysis that is the Weighted Means Score (WMS) formula to calculate the general tendency of respondents' answers to statement items in a questionnaire with the formulation as follow: $\overline{X} = \frac{Xi}{N}$

Explanation:

$\overline{x}$ = The average score
X= The number of combined score (the multiplied results with the value in every alternative answer).
N= The number of respondents.

The determination of the effectiveness of assessment model for student field practice is based on the ideal standard assumption (normal curve), in which the concentration value is determined by finding the ideal maximum score, ideal minimum score, ideal mean (Mi) and ideal standard deviation (SDi). The formula used to find the ideal mean (Mi) is ½ (Ideal maximum score + ideal minimum score) then Mi = ½ (20 + 4) = 12 and in sequence to find ideal standard deviation, formula used is 1/6 (ideal maximal score - ideal minimum score) then SDi = 1/6 (20-4) = 3. Next the value of ideal standard deviation (SDi) and ideal mean (Mi) are converted into 5 (five) categories of trend scores with criteria as shown in table 1.

Table 1
Criteria of Effectiveness of Assessment Model

Interval	Category
X > 16,5	Excellent
13,5 < X ≤ 16,5	Good
10,5 < X ≤ 13,5	Satisfactory
7,5 < X ≤ 10,5	Less than Satisfactory
X ≤ 7,5	Poor

While for qualitative data, descriptive qualitative analysis according to Miles and Hubberman was used. This analysis was started from data reduction, display data and then conclusion drawing/verification (Miles & Hubberman, 1994). The process of data analysis used inductive thinking that was the process of processing data from the specific data obtained from the focus group discussion participants and then conclusions were drawn in general.

FINDINGS

The findings of the research data related to the reality of assessment model of student field practice at the Faculty of *Tarbiyah* and Teacher Training is obtained through questionnaire, which is assessed from five aspects: 1) validity (instrument can be used to obtain data or information that is relevant with competence to be assessed) with 4 indicators, 2) reliability (instrument can be used to obtain consistent information if it is used in every practice) with 4 indicators, 3) objective (this model can be used to obtain information about student competence during practice) with 3 indicators, 4) systematic (this model is made systematically and is used continuously on every practice) with 3 indicators, 5) practicality (this model is practically used to gather information relating to practice) with 4 indicators. The results of the questionnaire are presented in table 1.

Table 2
Descriptive Statistics

Aspect	N	Range	Min	Max	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Validity	28	12.00	5.00	17.00	11.9286	.67245	3.55828	12.661
Reliability	28	11.00	5.00	16.00	10.6071	.49957	2.64350	6.988
Objective	28	11.00	4.00	15.00	8.6786	.45149	2.38907	5.708
Systematic	28	10.00	4.00	14.00	9.3214	.59106	3.12758	9.782
Practicality	28	14.00	6.00	20.00	11.2500	.66194	3.50264	12.269
Valid N	28							

The descriptive statistics results in Table 1 show the validity aspects, the mean values is 11.92, range is 12, minimum score is 5 and maximum score of 17 with standard deviation of 3.55 and variance of 12.66. For the reliability aspect, the mean value is 10.61, range is 11, minimum score is 5 and maximum score is 16 with standard deviation of 2.64 and variance of 6.98. Furthermore, for the objective aspect, the mean value is 8.67, range is 11, minimum score is 4 and maximum score is 15 with standard deviation of 2.34 and variance of 5.70. While the systematic aspect, the mean value is 9.32, range is 10, minimum score is 4 and maximum score is 14 with standard deviation of 3.12 and variance of 9.78. As for the practical aspect, the mean value is 11.25, range is 14, minimum score is 6 and maximum score is 20 with deviation standard of 3.50 and variance of 12.26

Total score from the whole analysis of descriptive statistics on the questionnaire results is 1450 (N = 28), so the average score is 51.78. The average score is then divided into five criteria and the value obtained is 10.35, if the value is included in the table of ideal assessment criteria then the assessment model of student field practice in Faculty of

Tarbiyah and Teacher Training is in the score range of 7.5 <X ≤ 10.5 with category of less than satisfactory.

Furthermore, each indicator in the five aspects used to assess the effectiveness of the assessment model is analysed to determine which aspects are categorized as excellent, good, satisfactory, less than satisfactory, and poor. The results of the analysis on the five aspects are presented in table 3.

Table 3
Assessment on Each Aspect of Assessment Model

Aspect	Total Score	N	Mean	Criteria	%
Validity	334	28	11,92	Good Enough	59,60
Reliability	297	28	10,60	Good Enough	53,00
Objective	243	28	8,67	Good Less	57,80
Systematic	261	28	9,32	Good Enough	62,13
Practicality	315	28	11,25	Good Enough	56,25

Table 3 shows that the whole descriptions of assessment model of student field practice in Faculty of *Tarbiyah* and Teacher Training is good enough in assessing students performing field practice by assessment percentage that only reach 57.76%. If it is seen in detail from the validity aspect, 59.60% of participant states that the instrument is good enough in measuring pedagogic competence, professionalism, personality and social of students during field practice. Meanwhile, 53% of participants state that reliability aspect is good enough. From the objective aspect, 57.80% of participants state that the layout instrument is not really relevant with the student competence assessed; guideline and scoring rubric are also unclear and not detail. Next, if it is seen from the systematic aspect 62.13% of participant states that the sequence of assessment from beginning to end is not well arranged. It is not really relevant with the sequence of the teaching procedure and the available assessment procedures are less likely to be done continuously in the next learning. While in practice aspect, 56.25% of participant state that all instruments used in the assessment model is not easy to be implemented, the administration is not really good, and it needs high cost, but it does not provide maximum result. The detail information is presented on the figure 2.

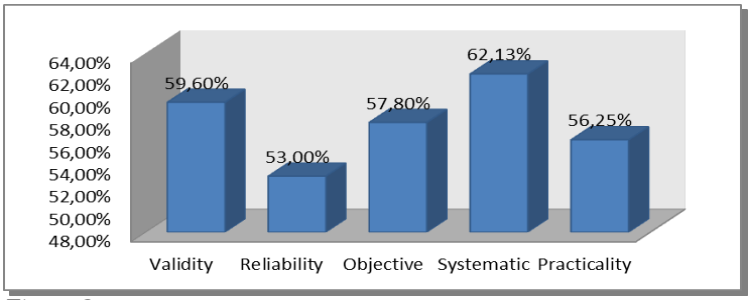

Figure 2
Assessment on Each Aspect of Assessment Model

By assessing the data in table 3, it shows that assessment model of student field practice in Faculty of *Tarbiyah* and Teaching Training still has many weaknesses. Therefore, it is important to promote improvement to have better assessment model.

Based on the discussion results in focus group discussion, the participants explain that there are various weaknesses of the assessment model used so far, so it becomes the causes why the advisors and teacher-mentors find difficulty to assess the students performing field. In addition, they also express that they expect to improve the assessment model used so far. Summary of focus group discussion is presented in table 4.

Table 4
Result of Focus Group Discussion

Aspect	Reality	Expectation
Validity (the model can be used to obtain data or information that is relevant with the competence to be assessed)	- The description of each instrument indicator has not been clearly detailed in measuring student competence during practice - There is no instrument measuring students' social competence. - There is no validity of the content or construct of the instrument being used.	- It is required to have detailed and clear description in each indicator so that student competence during practice can be assessed - It is required instrument to assess students' social competence during practice. - It is required the evidence of the validity of the content or constructs of the assessment instruments used.
Reliability (the model can be used to obtain consistent information when it is used in every practice)	- The available assessment model has not been able to provide consistent information on the achievements of student competence even though it is used in every practice	- It is necessary to estimate the construct reliability of the instrument so that it is able to provide consistent information.
Objective (the model can be used to obtain real information about students' competence during practice)	- The instrument layout is not really consistent with teacher competencies that is relevant to curriculum change - Guideline and scoring rubrics as well as and description of assessment categories are less clear, they are overlapping, confusing and not uniform. - There is a different perception in giving score. Scale 4 and 100 are used simultaneously.	- It is necessary to rearrange each instrument layout that is relevant with curriculum change and learning outcome. - It is necessary to have clear scoring model with the rubric and the uniform and non-confusing category assessment. - It is necessary to have the same perception on students so that their maximum achievement can be measured.
Systematic (the model is made systematically and used continuously in every practice)	- The sequence of assessment in the instrument is poorly structured in accordance with the learning procedure - The sequence of assessment procedure does not support continuous assessment of subsequent learning	- It is necessary to arrange assessment model in accordance with learning procedures. - It is necessary to set systematic assessment procedures so that it can be continued in the next learning.
Practicality (practical model is used to collect information relating	- There is no assessment clue to assess easily. - There are many assessment sheets	- It is necessary to have understandable assessment guideline in each assessment instrument being used.

Aspect	Reality	Expectation
to the practice)	filled that is ineffective and not efficient in terms of time and cost	- It is necessary to develop an effective and efficient assessment model in terms of time and cost

Reality and expectation of assessment model of student field practice in Faculty of *Tarbiyah* and Teacher Training based on result of discussion through focus group discussion presented in table 4 is described as follows.

Reality

Assessment on student field practice is important to obtain accurate information about the level of student competence achievement such as pedagogical, professional, personality and social competence in carrying out teaching practice in school/ *madrasah*. The assessment was conducted by advisors and teacher-mentors. However, in fact, the assessment model used so far has not been able to measure the competence of each practice implemented. It is stated by the supervisors and teacher-mentors as follows.

> *"Assessment is important to know the students' competence achievement during while on site, but the indicators to measure competencies such as pedagogical and professional have not been clearly defined and they have multi-interpretation so that they do not provide information about the competence achievement."(A1, TM2).*
>
> *We find difficulty when we perform assessments, especially in fulfilling the personal competence instruments because the indicators that are considered to be general are not described clearly and in detail."(A2, TM1).*
>
> *"The assessment instrument is a tool to measure competence achievement of students performing field practice, including their social competence measurement, but the instrument for measuring this competency does not yet exist, it is only limited to the observation from teacher-mentors and fellow student while on site." (A3, TM4).*

A good assessment model can be used to obtain information that is consistent with the achievement of student competence if it is used in every practice, but the reality is the assessment performed annually is not getting better; it creates different perceptions between advisors and teacher-mentors. It is proven by the statement of advisors and teacher-mentors as follows.

> *"There are a lot of things related to the assessment model used that need to be improved because from year to year, the assessment problem always appears and the solution to overcome it is never found." (A4, TM3).*
>
> *"The use of unclear and ambiguous sentences makes us confused in filling the instruments; there are also different interpretations among the advisors and teacher-mentors in the assessment." (A5, TM6)*

> *"It is still difficult for us to use available assessment models such as using the terms of theorems, formulas or generalizations that are not clear which one that should be assessed. This will clearly lead to the in inconsistent student competency assessments." (A6, TM5).*

> *"Based on our knowledge, the assessment instruments used so far have not been tested, so there is no empirical evidence of their validity and reliability." (A13, TM14).*

To obtain information about real student competence during the practice, the assessment model used must be objective. It should contain layout equipped with guideline and scoring rubrics as well as description of the assessment categories detailed clearly, but in fact, the available layout instrument is no longer compatible with the demands of required teacher competence related to curriculum changes. In addition, the scoring guidelines and their rubrics as well guideline for the assessment categories used are less clear and confusing in providing final score. It is stated by the advisors and teacher-mentors as follows.

> *"We are as teacher-mentors have difficulties in assessing students because the scoring guidelines on each domain are different as well as the aspects assessed from the pedagogical and professional competencies in the layout have not followed the curriculum changes at the educational unit level." (TM10, TM11).*

> *"We only evaluate the students at the time of the practice test, after they have taught for 8 times. The assessment process is entirely given to the teacher-mentor, even they provide final score directly several times, since the scoring guidelines used are less clear and overlapping and not yet referring to the LO (learning outcome)." (A7, A8).*

> *"The unclearness of the rubric and the non-uniform explanation of the assessment categories leads to different perceptions in providing score, some use scale of 4 and others use scale of 100. In addition, we are confused to distinguish between weight and value, consequently we only give the score personally (not objective)." (A9, TM7).*

To facilitate the assessment of student field practices, the assessment model is made systematically and can be used continuously in every practice, but in fact, assessment sequence in the instrument, especially those that measure pedagogic competencies, are poorly structured based on the learning procedure. This also happens in the assessment procedure. Therefore, continuous assessment of subsequent learning is not supported. It is proven by advisors and teacher-mentors statements as follows.

> *"The available assessment instruments are not integrated consecutively in the learning process (initial, core and closing activities) and they are suitable with the sequence of scientific approach." (A10, A10).*

> *"The indicator is not coherent with the aspects assessed in the assessment instrument makes us reluctant to fill it, so sometimes we give score to the students*

> *only based on completeness of the report, if the report is complete and neatly arranged, then the student can pass the practice and obtain high score." (A11, A12).*
>
> *"The assessment procedure of each aspect is not arranged consecutively, so we are as teacher-mentors only perform assessment on the practical exam instead of in every meeting." (TM9, TM10).*

Furthermore, in sequence to facilitate the assessment of student field practice, then the assessment model should be practical to be used to collect information about the achievement of student competency. But the reality is that there are advisors and teacher-mentors who find difficulty in filling the available instruments and they take a long time to fill it. It is described by the statement of advisors and teacher-mentors as follows.

> *"In the assessment, we often do not pay attention to the weight of each indicator assessed, but we directly check or tick check list (√), because it takes extra time to interpret it comprehensively." (A13, TM12).*
>
> *"Although we have conducted guideline and assessment to students every year, it is still difficult to understand and apply the available assessment model." (A14, TM14).*

Reality of the above problems is supported by the data of the assessment results performed by 60 teacher-mentors on the implementation of field practices in 2017 from 7 September to 7 December at 32 schools/madrasah. There are 18 or 30% people who fill the assessment instrument completely, 31 or 51.67% people do not fill the instrument completely, while the rest of 11 or 18.33% people do not fill the assessment instrument or they just put the final value. Out of 30 advisors, there are 11 or 36.67% people who fill the assessment instrument completely, 13 or 43.33% people do not fill the instrument completely, and there are 6 or 20% people does not fill the assessment instrument or they just put the final score. These findings indicate that most of the advisors and teacher-mentors do not fill the assessment instrument completely, and some even only put the final score.

Expectation

The findings of the existing reality must be very important in improving the assessment model of student field practice to be better, so it is necessary to observe expectation of advisors and teacher-mentors in assessing the students performing field practice in the Faculty of *Tarbiyah* and Teachers Training further through the results of the following focus group discussion.

First, clear and detailed description in each indicator is required to be able to measure competence assessed. It is necessary to develop assessment instrument of personal competency with indicator described clearly and in detail. Instruments should be made to measure students' social competence during practice and it is necessary to verify the validity of the content and construct of the assessment instruments to be used. It is described by the statement of advisors and teacher-mentors as follows.

> *"It is necessary to reformulate indicators that measure achievement of student competency clearly and in detail." (A1, TM13).*
>
> *"Indicators description of each aspect of personality competence should be clear and detailed. Social competence also needs to be supplemented by assessment instruments, so that assessment of these competencies can be accounted authentically." (A2, TM2).*

Second, it is necessary to estimate the construct reliability of the instrument so that it can provide consistent information. It is proven by the statement of advisors and teacher-mentors as follows.

> *"If the assessment instrument used is expected to be able to provide consistent information, then assessment is performed not only on practical exams but in every learning meeting." (A3, A4).*
>
> *"To ensure consistency of the assessment instruments used, then the advisors and teacher-mentors conduct assessment on the students together and it is must not count on the teacher-mentors only." (TM3, TM4).*

Third, it is necessary to rearrange the layout of each instrument that is relevant to the curriculum change and refer to the LO (learning outcome). Besides, it is necessary to have clear scoring model that is used and it should be supplemented with rubric and uniform assessment of category evaluation. In addition, it is also necessary to have same perception in giving assessment on student in accordance with competency assessed so that their achievement can be measured maximally. It is proven by the statement of advisors and teacher-mentors as follows.

> *"The layout should be rearranged, in which its aspects and indicators refer to the learning outcome and it should be adapted to current curriculum changes and demands. Besides, common perception in the assessment also needs to be conducted." (A5, A6).*
>
> *"The scoring on the assessment of each aspect needs to be emphasized and uniformed. For example, the answer "Yes" should have score of 1, while the answer "No" should score of 0. Score should also be determined by clarifying which one is used, whether scale of 4 or scale of 100." (TM7, TM8).*

Fourth, the assessment model that measures pedagogic competence needs to be prepared in accordance with the learning procedures, as well as the assessment procedure so that it can be continued in the next lesson. This is proven by the statement of advisors and teacher-mentors as follows.

> *"It is necessary to have a structured assessment format in accordance with the learning procedure, including the assessment procedures in the instrument with appropriate sequence. So that the assessment format and procedure can be used easily and the existing assessment result can be documented." (A8, TM11).*

Fifth, each assessment instrument used needs to be complemented by understandable assessment guidelines; the development of efficient and cost-effective assessment model is required. It is proven by the statement of advisors and teacher-mentors as follows.

> *"It is necessary to develop a simple and understandable assessment model so that it can be used effectively and efficiently in terms of time and cost." (A11, A13).*

> *"There is a need for practical assessment guidelines which makes it easier for us to assess, thus it greatly assists us in monitoring student competence during practice and as a basis for evaluating and improving the next learning." (TM12, TM13).*

By observing the expectations of advisors and teacher-mentor to improve the assessment model used so far shows that they have a high willingness to provide assessment models of student field practice at the Faculty of *Tarbiyah* and Teacher Training which are simple, proven its validity and reliability, objective, easy to understand and practical to be used effectively and efficiently.

DISCUSSION

The findings of research results on the reality and expectation on the assessment model of student field practice at the Faculty of *Tarbiyah* and Teacher Training are very important in contributing thoughts and policies to improve the quality assessment model and provide benefits not only for the students performing field practice, but also for the Institute and the progress of the nation's education. This is in line with the findings of Hashona (2014) that innovation is needed in the development of policies on the implementation of student field practice at the Faculty of *Tarbiyah* and Teacher Training including guidelines revision, monitoring and periodic evaluation. This practice becomes effective and beneficial for students, if all activities both held in the form of lectures, practices and independent activities are directed to the formation of teaching abilities, which are scheduled, and systematically and in accordance with the procedures and conditions that have been set (Yulianto & Khafid, 2016). This means that the better the practice carried out by students in the field, the better the ability to teach to support the readiness of students to become teachers

The existence of a systematic, simple, understandable and practical assessment model of student field practice becomes their expectations. In sequence to meet these expectations, it is necessary to develop assessment model preceded by the determination of relevant theories. It also should have a fit construct to obtain empirical evidence of its skill and reliability, so that if it is used in any practice, it will provide consistent results. According to the American Research Association (AERA), the Psychological Association (APA) and the National Council on Measurement in Education (NCME), validity refers to the degree of facts and theories that support the interpretation of scores, and it is the most important consideration in instrument development. Another expert suggests that the validity of a measuring instrument is functioned to know how far the measuring instrument is able to measure what should be measured. The validity is grouped into three types, namely: criterion validity, content validity and construct validity (Retnawati, 2016a).

It is in line with Brookhart & Nitko opinion, they state that in compiling the scoring rubrics, the following questions should be made: what kind of key criteria and required targets to be measured? How high the level of mastery for each criteria and target to be measured? What kind rubric should be used? Is it analytic or holistic rubric? Should the participant get involved in measuring their performance? How can scoring rubrics be efficient and not take long time? What should be administered from the assessment results? (Brookhart & Nitko, 2008).

Basically, the above questions are discussing the effectiveness of assessment model from several aspects, such as validity, reliability, objectivity, systematic and practicality of its use. Ideally, expert judgment is used to confirm content validity, so that the instrument developed is believed to measure the mastery level of competence of students as prospective teacher who is defined in either domain or construct measured. In sequence to prove that the construct validity is existing, the result should be proven by empirical measurement. The analysis used is exploratory analysis (exploratory factor analysis, EFA) and confirmatory factor analysis (CFA) to get fit model (Retnawati, 2016b, Otaya, et.al., 2018). Next, construct reliability is estimated sing Alpha value criteria (α) $\geq$ 7.0 indicating that the instrument is reliable (Nunnaly, 1978). According to Feldt & Brennan the lower limit of the reliability coefficient used for a good instrument is 0.70 (Linn, 1989).

If the assessment model of student field practice is developed according to above procedures and the underlying principles are well implemented, then it can improve the quality of outcomes from the student field practice that is consistent with the required competencies.

CONCLUSION

A good assessment model should at least meet the requirements of several aspects, such as validity, reliability, objectivity, systematic and practicality. However, the reality of the available assessment model of student field practice at the Faculty of *Tarbiyah* and Teacher Training does not have empirical evidence of its validity and reliability, the layout instrument has not been relevant to curriculum changes, the use of scoring guidelines and categorization is still unclear, less systematic and less practical.

High expectation from the advisors and teacher-mentors to improve the existing assessment model becomes a major and important need. The existence of a simple, understandable assessment model of student field practice applied is an immediate need to be followed up, so objectivity in the assessment can be achieved and subjectivity can be minimized.

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