

The Boarding School Assessment Model as a Transformative Teacher Performance Culture in Indonesian Islamic Education

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In research on Boarding School education, little empirical evidence addresses how the assessment model in Boarding School is practiced and how this assessment supports teacher performance. To fill this void, this paper reports on grounded theoretical research that investigates how Boarding School-based assessment is enacted in Islamic boarding schools in Kalimantan, Indonesia. The findings of this study suggest several aspects aligned during the enactment of this Boarding School-based assessment. These include 1) the educational assessment model under the auspices of the Boarding School being built on the basis of the Boarding School value system, 2) the assessment being practiced as a new breakthrough in improving teacher performance, 3) message-based assessment being seen as more effective in learning as well as a new paradigm in improving the quality of Boarding School education and becoming a leading form of Islamic education (central to excellence).

Key words: *Boarding School Assessment Model, Teacher performance culture, Islamic boarding school, Grounded theory.*

Introduction

In recent times, the development of Boarding School (Pesantren) in Indonesia has augmented rapidly along with the opening of various Boarding School education programs. However, scholars have questioned whether the quality of education in Boarding School is being left behind in national and international landscapes (Indrawati, 2014). This view cannot be separated from various problems regarding the portrait of Boarding School education, both foundational and operational, starting from the management system, the quality of Boarding School education, and the quality of human resources (Patriadi et al., 2015). Therefore, new changes are needed in building institutional quality through a Boarding School-based

assessment approach. This is expected to increase the productivity of individual performance in various ways (Fauzi, 2018; Maisyaroh et al., 2019).

The management of Boarding School education must be oriented with the future (*future-oriented schooling*) by making various changes, especially by improving the quality of human resources, in learning activities and conducting assessment that is expected to increase the productivity of individual performance in Boarding School educational institutions. This perspective is held by the Al-Muhajirin Islamic Boarding School in Palangkaraya, Central Kalimantan. It applies the Pesantran-based assessment model as a guideline for the implementation of efforts to improve the quality of Boarding School educational institutions among the Al-Muhajirin Islamic Boarding Schools. This includes elementary schools, junior high schools and Al-Muhajirin high schools.

In this context, the education dynamics of the Palangkaraya Al-Muhajirin Boarding School institutionally include several educational units ranging from elementary schools to junior high schools and senior high schools. Boarding School Al-Muhajirin is a modern form of Boarding School education. It still adheres to the classical scientific tradition (*salafiyah*). In this case, quality and the education of Boarding School are two inseparable entities (Samsuni et al., 2019). Therefore, as an effort to improve the quality of Boarding School, changes in various Boarding School management procedures are needed, along with the existence of global competition. The latter requires Boarding School education to continue to improve its quality (*good schooling*) by increasing the productivity of individual performance. As a result, all Pesantran programs can run effectively by taking into account the standardisation of the administration of Boarding School education. This involves curriculum management, human resource management, infrastructure, and learning, (Boarding School Law No18, 2019). As developed by the Al-Muhajirin Islamic Boarding School, the oldest Islamic education in Central Kalimantan continues to improve its institutional quality by making various changes in the field of learning. Consequently, the Al-Muhajirin Islamic Boarding School's unit becomes the primary choice (*parental choice of education*) in the midst of society. It has significantly continued to increase until the end of 2019, reaching 3,000,000 students.

Thus, the portrait of Al-Muhajirin Islamic Boarding School, Palangkaraya is understood as an Islamic educational institution that can integrate religious and general knowledge. This is because it is supported by professional human resources. By increasing the quality of teachers through the form of assessment, it is expected to increase the productivity of teacher performance in learning activities. In addition, teacher performance appraisal is understood as an effort to obtain a picture of the knowledge, skills, values, and attitudes of teachers in carrying out their duties and functions, especially in the learning process. This is shown in the appearance, actions and performance achievements in Islamic educational institutions.

This study is carried out to investigate the assessment model in Al-Muhajirin Islamic Boarding School, Palangkaraya, Kalimantan, Indonesia, and how this assessment supports teacher performance. To guide the study, two research questions were elaborated on: 1) To what extent does the enactment of the Boarding School-based Assessment Model exist in the schools? 2) How does it support teacher performance in teaching and social interaction with the school stakeholders?

Method

This study employed a grounded theory approach to investigate the assessment model in schools. To effectively collect data, the researcher conducted participant observation in one large Islamic Boarding School in Palangkaraya, Kalimantan, Indonesia: Al-Muhajirin Islamic Boarding School. It consisted of primary and secondary school levels. The data was gathered through a semi-structured interview, participant observation, and document analysis. This data was then analysed using thematic analysis. The researcher attempted to figure out emerging themes that appeared within the phenomena.

Results and Discussion

Paradigm Based Assessment

At the theoretical level, assessment is essentially understood as a decision-making process related to mechanisms, procedures, and measurements of individual performance results in the Boarding School education System (Bansal, 2014). In addition, assessment is the process of gathering and processing various information in the organisational system to describe and discover the results of individual performance and the achievement of a program. This could involve the process of observation, interviews, questionnaires, and document checks (Young et al., 2020). In this context, assessment is basically an emphasis on the process of performance through various abilities. It involves carrying out tasks and functions in accordance with a performance mechanism (Jon Mueller, 2006). This view, as expressed by Richard J. Stiggins, indicates that performance assessments call up examinees to demonstrate specific skills and competencies and to apply the skills and knowledge they have mastered. Individual skills and competencies can significantly affect various performance systems. Therefore, assessment requires each individual to perform effectively and creatively according to their individual skills and knowledge (Garira, 2020).

In this context, assessment is expected to give birth to several aspects: 1) Performance assessment is the assessment of performance is a procedure used in various forms to obtain information about the extent to which a program is carried out. This monitoring is based on the performance shown by completing a given task or problem. There are three main

components in performance assessment, namely performance tasks, performance rubrics, and scoring guides.

2) Open-response questions are involved in an assessment technique where students organise, formulate, and express their own answers. This step can be done through an essay test with an open-response (*extended-response*) that mentions factual knowledge, through assessing factual knowledge, through building in ideas, and through them putting forward their ideas logically and coherently. When it comes to limited answers (*restricted response*), each individual is more limited in the form and scope of their answers. 3) A portfolio is understood as a form of activity evidenced by the development and achievement of a program (Holmstrom & Meyerson, 2019). Therefore, portfolio assessment is a comprehensive assessment approach, and it includes cognitive, affective, and psychomotor domains together. It is a process that is product-oriented. 4) Self-assessment is understood as a form of assessment that involves all components in the assessment process and provides opportunities for each individual to be able to improve their performance (Marhaeni, 2007).

Thus, assessment is basically part of the activities undertaken to foster and develop teacher performance in the institutional, educational system. It intends to map the competencies and performance of teachers in various levels and types of Boarding School education, both at the MI-MTs-MA, Al-Muhajirin level, Palangkaraya. In this context, the results of performance appraisal can be used to reflect on duties and functions in order to provide services to the community and improve the quality of education through improving the productivity of teacher performance (Tong et al., 2020). Therefore, the success of teachers is essentially part of their abilities as educators, instructors, mentors, and trainers in directing their students. Thus, the assessment of teacher performance is an important part of the learning process and various other programs in Islamic education. In addition, the quality of learning can be determined by the mastery of competencies and application of knowledge, as well as teacher skills in learning activities. Therefore, in an effort to discover the quality of teachers, assessment is the main instrument used to identify the ability of teachers to carry out their duties.

Boarding School Value: A Teacher Performance Assessment Model

The dynamics of Al-Muhajirin Islamic Boarding School, Palangkaraya, in essence, cannot be separated from the Boarding School value system (as the core value system of institutional goals). Therefore, the management of Boarding School education in various aspects makes these values the basis of implementation in the field of curriculum development, learning activities, quality development of human resources and teacher performance evaluation. The learning activities developed by the education unit under the Al-Muhajirin Boarding School make the Boarding School value system a shifting paradigm of the entire educational

program. This view is explained by Hasanudin, the leader of Al-Muhajirin Boarding School: Quality schools are quality educational institutions able to develop a mission in order to achieve institutional goals (Coiduras et al., 2020). In this context, some of the advantages of the Al-Muhajirin Islamic Boarding School lie in the integrative Boarding School education curriculum of salafiyah and kholafiyah. Boarding School values in the entire institutional system are a foundation and footing. They increase the productivity of teacher performance through Boarding School-based assessment as one institutional distinction (Interview, 2019).

Sociologically, Boarding School education has an institutional distinction in the administration of Islamic education, especially in its vision and mission, learning activities, and assessment models. It has the aim of increasing the productivity of teacher performance through various programs. This view, of course, cannot be separated from the institutional goals of Boarding School education (as an institution for the formation of morality, intellectuality and spirituality). It is connected to the main controller of Islamic education (*tending to exhibit religious and moral values*). Graduates of Boarding School are expected to have two abilities at once: mastery in the field of knowledge and religion accompanied by values (*spirituality*). In a practical sense, as an effort to realise the quality of education referred to, it cannot be separated from management in various learning activities through the process of planning, organising, and evaluating. Therefore, learning management is basically understood as a strategic step to produce quality Boarding School education graduates in accordance with the needs of today's society (Lowton-Smith et al., 2019).

In addition, learning activities in other dimensions are understood as a series of activities directed at resources in the organisation through the process of planning, implementing and evaluating the various roles of teachers in learning activities. Therefore, evaluating learning is expected to increase the productivity of teacher performance (Fatkuroji, 2012). Thus, improving the quality of Boarding School education is a shared responsibility among leaders, teachers, and all others in carrying out various changes in accordance with the school program (Bafadhal, 2014). In this context, the essence of learning is basically expected to increase students' understanding through improving learning activities and evaluating teacher performance. Thus, learning is a series of processes for achieving goals in accordance with previously planned programs through learning changes and evaluations. It also makes continuous improvements according to the objectives of Boarding School education by focusing on customer satisfaction in the field of quality boarding school education.

Thus, improvements in the quality of Boarding School education are expected to be made if there are continuous breakthroughs, especially in learning activities and improving teacher performance. This is expected to produce quality learning (*excellent teaching*). Therefore, the transformation of the development of teacher performance in learning activities at Al-Muhajirin Islamic Boarding School, Palangkaraya is an important part of improving the

quality of education (Bafadhal, 2014). The existence of learning is essentially aimed at developing all the potential of students (cognitive, affective, and psychomotor). These efforts can be made effectively if all learning activities can be programmed properly according to community needs. In another sense, learning management is also expected to be able to change learning models (*teaching models*) from conventional to learning (*direct instruction, cooperative learning and problem-based instructions*). As a result, learning activities actually give birth to the quality of Pesantran education, which has integrity regarding intelligence (*intelligence quotient, emotional quotient, and social quotient*).

Assessment as a Transformation of the Development of Teacher Performance Culture

In a practical sense, the transformation of the development of teacher performance culture in learning activities is capable of running effectively and efficiently if all Boarding School education programs are started through a managerial process. This covers several aspects. First, in planning learning, every learning activity requires planning. As a result, all activities can run well in accordance with learning objectives (Law et al., 2019). Therefore, planning must basically be arranged as well as possible (as a guide for the implementation of learning activities). Likewise, in planning learning, several strategic steps are needed, including estimating the future, analysing the educational environment, formulating operational objectives, collecting various data or information, formulating and determining program alternatives, establishing program implementation estimates and preparing program implementation schedules. Second, regarding management of learning before conducting learning activities, a leader must first establish various bases for the implementation of education. This is done through the formulation of a vision and mission in accordance with current developments. Therefore, the leader of Boarding School and other education staff are expected to be able to prepare learning programs according to the needs of society. In the above context, the leadership of Boarding School education strives for the effectiveness and efficiency of learning so that all learning objectives can be achieved properly (Shortridge et al., 2019).

Third, student management is a process of regulating all forms of activities related to student affairs. Therefore, leadership's role in student management is managerial. It deals with new student admission, guidance, and strengthening of student programs. In this context, students occupy a strategic position and have different abilities. This view requires teachers to be able to manage learning activities as well as possible so that the implementation of learning can run effectively and efficiently. Student management in learning activities can be divided into several aspects. They include task planning groups (a form of grouping based on task plans to be given by a teacher); teaching groups (groups usually used for group teaching), where the teacher orders a student and they do their work at the same time; seating groups (grouping students around a table); learning groups (grouping students so that one group of students

works with activities interrelated with other groups); and collaborative-groups (a workgroup that is focused on work and the results can be used practically) (Mccallum & Connell, 2009).

Fourth, in the development of learning activities, the role of the teacher is to pay attention to students' interests in the materials used as learning activities. In this case, the teacher's role is not only a transformer but also a motivator that can arouse enthusiasm for learning and encourage the use of various media and learning resources in accordance with the abilities of students (Bush & Grotjohann, 2020). Therefore, in the practice of developing learning activities, the teacher must pay attention to the following principles: formulating competencies, preparation for learning and learning activities arranged and developed according to competencies. Fifth, in evaluating learning, assessment as well as evaluation and measurement are important parts of learning. Therefore, assessment is essentially intended to observe student learning outcomes and strive to create learning opportunities. Evaluation is also intended to observe the role and performance of teachers in learning activities (Lee, Lee, & Kim, 2019). Students are often used as the objects of assessment, when in fact teachers are also a learning component directly involved in the activity. Therefore, assessment in learning is a very complex activity and requires an observation process. It can easily develop the ability of teachers to manage learning activities (Atuahene & Owusu-ansah, 2013).

In this context, assessment is an activity that can determine success and failure in learning activities. The above view, as expressed by Hanim, indicates that assessment is one of the teachers tasks to determine the extent of the success of students (Hanim, 2019). Therefore, assessment in learning is directed at several aspects: 1) In the field of teaching, it is used as a basis for making decisions about what has been taught and what students have learned. 2) As a result of learning, assessment is not only used to discover a level of understanding and mastery, but also provides an overview of the achievement of a program in overall learning activities. 3) In the diagnosis and improvement of learning, the occurrence of difficulties in learning activities can be searched for and various alternative solutions can be found. 4) In assessment placement, learning activities are expected to be able to give an idea of the level of student ability. 5) Regarding curriculum, the results of assessment in learning activities can be used as feedback, namely, to test the contents of the curriculum in the learning process. In addition, the assessment process is expected to improve curriculum on an ongoing basis, in accordance with technological developments and community demands. 6) Institutional assessment and learning assessment activities significantly influence Islamic educational institutions. This is expected to have a positive influence on improving quality Islamic education in the future in accordance with current developments (Bansal, 2014).

In this context, teacher performance appraisal basically aims to determine the ability of teachers in the learning process. Therefore, teacher performance assessments conducted by Boarding School education units, including MI-MTs and MA Al-Muhajirin, can be used as a

follow-up to a subsequent program, regarding the needs for improvement and development. Thus, teacher performance assessment aims to determine the level of ability possessed by a teacher. In addition, teacher performance appraisal can be used as a basis for education units to improve the quality of a teacher, namely, to get qualified and professional educators. Therefore, through performance appraisal, a madrasa head can discover or get information about the competencies that educators have in the madrasa so that this can be used as a reference for developing strategies and policies that must be taken by the madrasa head. In addition, assessment also serves as a tool to determine the success or failure of a program that has been planned in advance (Evans, 2013).

A Theoretical Model: Assessment of Islamic Boarding Schools in the Development of Performance Culture

The development of a culture of teacher performance is basically part of assessment in learning activities. Therefore, teacher performance appraisal is expected to increase the productivity of performance. Assessment also aims to determine the achievement of teachers in developing their competencies, improving the culture of subsequent performance, giving consideration to giving rewards and punishments, and motivating teachers to work more optimally. Thus, the implementation of teacher performance appraisal is important. Assessment has significant practical implications for managing the quality of learning.

In this context, the assessment of teacher performance can be carried out objectively and transparently if it fulfils several aspects: a) Performance appraisal must be carried out in accordance with applicable procedures and regulations. b) Teacher performance appraisal is something that can be observed and monitored according to duties and functions in carrying out learning activities. c) Teacher performance appraisal based on documents and elements involved in the teacher performance appraisal process must consider all documents related to competency statements and performance indicators in full. As a result, assessors, teachers, and other elements are involved in this process. They know and understand the aspects being assessed as well as the basis and criteria used in the assessment. d) teacher performance appraisal must be carried out consistently, covering several aspects: 1) It must be objective in accordance with the real conditions of teachers in carrying out their duties. 2) It must be a fair assessment of teacher performance carried out based on the provisions and procedures being assessed. 3) There must be accountability for the results of the implementation of teacher performance appraisals. 4) Useful assessment of teacher performance continuously improves the quality of performance as well as career development in the profession. 5) A transparent teacher performance appraisal process makes it possible for assessors, assessed teachers, and other interested parties to gain access to information on the conduct of assessment. 6) It should coordinate with set goals. 7) It should integrate the process and not only focus on results but also the process, namely how teachers achieve results. 8) Ongoing teacher

performance appraisal should be carried out periodically, regularly, and take place continuously. 9) The results of teacher performance appraisal may only be known by the parties concerned (Neumann et al., 2019).

Thus, the implementation of teacher performance appraisal must basically be in accordance with procedures and refer to applicable regulations in Boarding School institutions. These include educational units at the MI-MTs-MA level at Al-Muhajirin Palangkaraya. Teacher performance appraisal is expected to increase productivity in learning activities. In this context, the development of teacher performance productivity in the Al-Muhajirin Islamic Boarding School education unit is expected to give birth to quality education that has advantages both in the field of knowledge and skills (*hard skills*), and in terms of character (*soft skills*). Therefore, improving the quality of Al-Muhajirin's Boarding School education becomes an important part of responding to future challenges. Boarding School education becomes an agent of social change. Boarding School education is an embryo of the birth of Islamic education. Besides that, the portrait of Al-Muhajirin Palangkaraya Boarding School education is understood as integrated Islamic education that integrates a curriculum system in Boarding School education (*salafiyah and kholafiyah*).

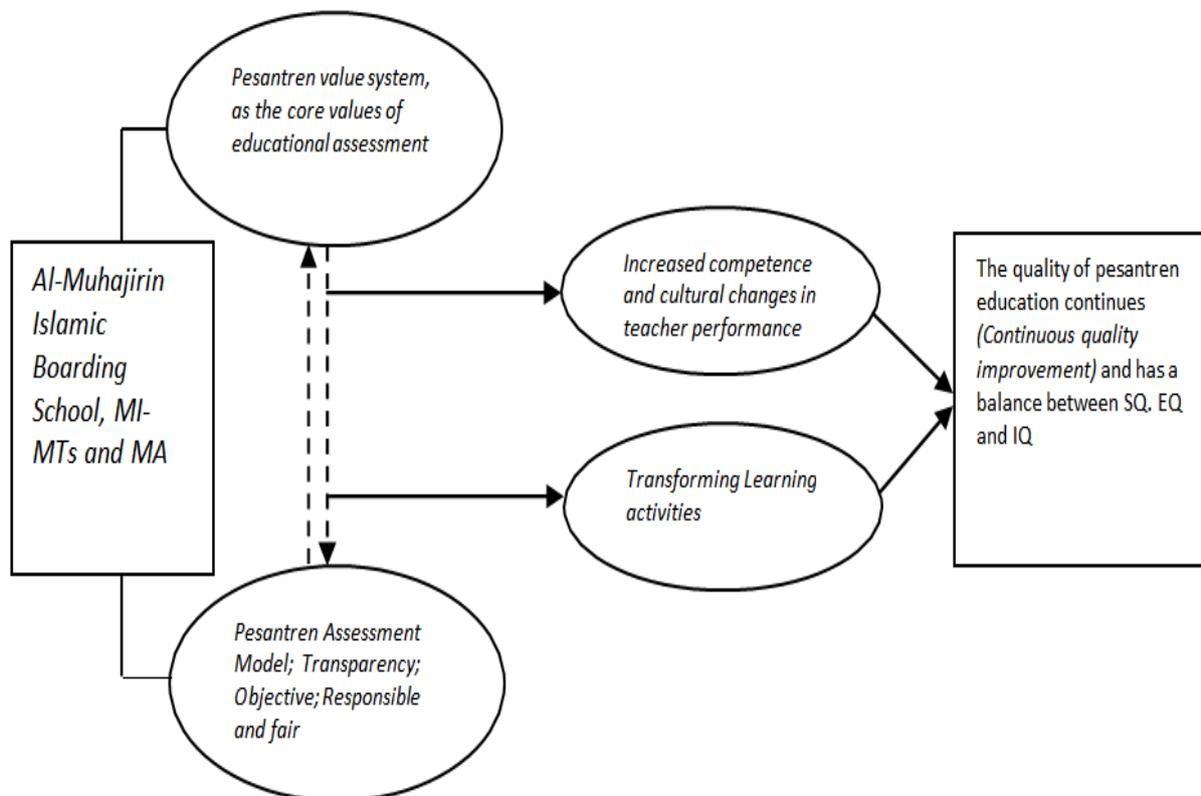
The portrait of Al-Muhajirin's Boarding School education is understood as being integrated Boarding School. It has developed a curriculum involving salafiyah and kholafiyah education. The curriculum integration is actualised through learning activities and evaluating teacher performance. These various components constitute a cohesiveness in learning activities so as to give birth to the quality of Boarding School education. Thus, as an effort to build the quality of education in question, it is necessary to improve the quality of human resources by increasing the productivity of teacher performance through the assessment system. The existence of Boarding School education continues to play its role dynamically in the midst of social change today (Neumann et al., 2019).

Evaluating teacher performance in learning activities significantly gives birth to teacher performance productivity. Therefore, productivity is meant to give birth to several aspects: a) Boarding School education is autonomous management in the administration of education. The entire Boarding School value system is the basis for implementing education both in formulating the curriculum, learning activities and assessment models. b) The Boarding School education model prioritises the formation of morality in addition to the intellect being instilled in its students through curriculum integration. This is then actualised in learning activities; c) Boarding School education is believed to be a stronghold for the cultivation of morality. The success of Al-Muhajirin Islamic Boarding School's education, not only academically but also non-academically, through increasing the productivity of teacher performance with the assessment system used, can have implications for the curriculum and

learning activities. These have been internally supported by a culture of individual performance that is more productive (Luburic, 2017).

The significance of Boarding School-based assessment is expected to improve the competence and productivity of teacher performance in learning. Therefore, competence is basically a combination of personal abilities, science, technology, and social abilities. It includes mastery of material and the understanding of students. In this view, as explained in Law Number 14 of 2005 Concerning Teachers and Lecturers, competence is understood as a set of knowledge, skills, and behaviours that are owned, lived, and mastered by a teacher in carrying out their professional duties. This view, as expressed by Broke and Stone, contends that a description of the qualitative nature of teacher behaviour appears to be entirely meaningful, and competence is interpreted as a qualitative description of the behaviour of individuals in an organisation (Broke., Stone, 2009). Charles argues that competency is rational performance. It satisfactorily meets the objectives for a desired condition. Competence achieves goals in an activity in accordance with expected conditions. Thus, to provide an in-depth and comprehensive understanding of Boarding School-based assessments in improving teacher competence and performance in Islamic educational institutions, the researcher illustrate the following:

Figure 1: Boarding School Assessment Model



In this context, the presence of Boarding School education has significantly made various contributions to social life. Therefore, the Boarding School education portrait is continuously expected to develop in accordance with the needs and demands of the community. As an effort to achieve intended objectives, various breakthroughs are needed, especially in the implementation of assessment and as part of improving teacher performance in learning. Regrading the above view, as well as a response to improving the quality of Boarding School education continuously (*continuous quality improvement*), the portrait of education under the auspices of the Al-Muhajirin Boarding School truly becomes a superior form of Islamic education (*central to excellence*).

In a practical way, teacher performance appraisal is understood as a decision-making process related to mechanisms, procedures, and measurements of individual performance results in the Boarding School education System. In addition, assessment is the process of gathering and processing various information in the organisational system to describe and discover the results of individual performance and the achievement of a program. This is true whether it is done through the process of observation, interviews, questionnaires, or document checks. In this context, assessment is basically an emphasis on the process of performance through various abilities in carrying out tasks and functions in accordance with a performance mechanism. Thus, the implementation of teacher performance appraisal is important and has significant practical implications for the quality of learning.

In this context, the basic conception of the educational values of Boarding School are used as a foundation in the whole implementation of education, including in educational activities. The Boarding School value system is transformed into an assessment so that it is expected to bring about significant changes both in developing competencies and in changing the culture of teacher performance through the learning process. This view is expected to improve the quality of Boarding School graduates and give birth to students who have a high social strength quotient, emotional quotient and intelligence quotient. This can be achieved through increasing the productivity of teacher performance as a transformation of learning activities in Boarding School education management in accordance with the vision and mission of the Boarding School institution (Janssen et al., 2019).

Conclusion

This study has attempted to capture the enactment of the Boarding School Assessment Model in an Indonesian Islamic Boarding School. Findings have unveiled that the practice is well-tailored and could support teacher performance. In particular, Boarding School-based assessment is used as the main foundation in the entire education system in establishing the vision and mission of the institution, curriculum development, learning activities and even the implementation of assessment. This involves a transformation in increasing productivity and



building a culture of teacher performance. Such changes are expected to significantly improve teacher competency in learning activities and produce quality Boarding School education in accordance with the needs of the community. This combines spiritual intelligence quotient, intelligence quotient, social quotient, and emotional quotient so that it becomes a portrait of future Islamic education.



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