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Development Of Competency Assessment Instruments For Music Learning Management Of European Standard

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Abstract: Cultural Arts and Skills subjects taught in schools are more concerned with creative, ethical and aesthetic attitudes and behavior, as well as understanding the role of Cultural Arts at the local, regional and global levels. While the assessment of teacher competence is an important thing that must be considered as a general proof to the community that schools can educate students better and more effectively. This study aims to develop a competency assessment instrument for managing music learning processes in junior high schools.This study uses development research methods using four stages which include preliminary stage which consists of analysis of existing assessment instruments, teacher competency analysis, literature study, and needs analysis in the learning process. Next planning stage, among others compiling product specifications, compiling instruments for comparison of existing and future evaluation tools, reviewing competencies in instruments, designing initial forms (prototype) product and development instrument products. Then the trial stage was carried out on students who take practical courses in teaching Music at the S-1 level, as many as five students as a sample. The last stage of implementation is apply the product that has been made. Results obtained from research This is that the assessment instrument developed is stated in accordance. This is evidenced by there is a trial of an instrument that has coverage aspect Theory evaluation which more complete than existing instruments. There is a new indicator in the developed assessment instrument, namely an assessment of the competence to manage and monitor the interaction of learning the art of music. The assessment instrument developed can be used as an evaluation or assessment tool in assessing the competence of teachers in managing and monitoring the interaction of music learning.

Keywords: Assessment Instruments, Managing, Learning Interaction.

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INTRODUCTION
In an educational institution, the teacher is an important element.The role of the teacher determines the quality of an educational institution (Kristiawan, 2018). In a learning process, the teacher is very influential on the success of the learning objectives of each subject being taught (Munastiwi, 2018; Araniri, 2018). Students can learn anytime, anywhere, and any media, but the

presence of the teacher determines the success of students in learning,such as imparting knowledge, skills, attitudes, values, motivations and beliefs. The provision of wrong information and knowledge will affect the survival of the next generation. In the community's view, teachers are figures who should be admired and imitated (Setiawan, 2017; Mulyana, 2020). Student behavior is a reflection of how the teacher carries out the learning process in the classroom. Therefore, teachers must have competence.

Normatively, Chaerul and Heri (2016) argue that teachers are those who teach, guide, train students so that they have the abilities and skills to continue to a higher level of education, and can live their lives well.

In general, teachers are people who teach other people or groups of people, both in formal educational institutions an non-formal educational institutions, even in the family environment.

The teaching and learning process is the most important process because this is where direct interaction occurs between teachers and students (Peni, 2021). Educational outcomes are highly dependent on teacher behavior and student behavior. Thus it can be believed that change will only occur if there is a change in the behavior of educators and students. Thus the position of teachers and students has a strategic position in improving the quality of learning (Darsono, 2000).

The learning process in the classroom can be carried out properly if there is a communication process between teachers and students (Gagne & Briggs, 1992).The existence of a communication process that occurs in two directions, namely between teachers and students will present an interaction process. Communication comes from interaction because in communication there must be interaction between people who have something to share

Interaction is very necessary to bring up activity in the classroom and also ensure that the learning process runs smoothly (Ishak, 2019). The interactions that occur in the learning process in the classroom can improve the quality of learning outcomes if the teacher knows his role and the students are aware of their position.

With the interaction in the classroom, the gap between teachers and students will disappear. The teaching and learning process will be balanced, in the sense that not only teachers are actively communicating, students can also participate in the learning process in class. Ellis (1990) "stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns." Interactions focus on meaning and are carried out to facilitate the exchange of information and prevent communication breakdowns. Class interaction is said to occur when teachers and students talk together for learning purposes carried out in the product-process paradigm (Indriyani, 2019). Interaction in the learning process can help teachers in terms of analyzing student needs,

Teaching and management are things that teachers must know in a learning process (Nugraha, 2018). Both are different things that need to be handled separately. One of the important aspects in the learning process besides teaching is classroom management.To create and maintain an optimal learning atmosphere, the ability of teachers to manage the classroom is very necessary. The ability to manage is meant, among others, to create a conducive, fun, and disciplined learning climate.In managing the class problems can occur. According to Arikunto (1992), pClassroom management is an effort made by educators or teachers in the teaching and learning process or assisting with the aim of achieving optimal conditions so that the teaching and learning process can be carried out in accordance with what is expected.

Class conditions do not always run dynamically, every day there will always be changes that occur. These changes can be caused by changes in student behavior, mental attitudes and emotions (Nurhadi, 2019). For this reason, it is necessary to have classroom management to monitor the existence of conducive learning activities in the classroom between teachers and students. Classroom management and activities in the learning process are interconnected with

one another. Classroom management is very influential on the implementation of learning and student learning achievement. According to Mulyasa (2007), there are seven things that must be considered, namely the study room, arrangement of learning facilities, seating arrangement, lighting, temperature, heating before entering the material to be studied (formation and development of competence) and fostering an atmosphere in learning.

In the curriculum of arts and culture subjects are divided into 4 branches of art, namely visual arts, music arts, dance arts, and theater arts. This subject aims to develop the ability of students to understand art in the context of science, technology, and social, display an attitude of appreciation for the arts, display creativity through art and participate in arts and culture at the local, national, regional, and global levels.

Cultural Arts subjects taught in schools are more concerned with creative, ethical and aesthetic attitudes and behavior, as well as understanding the role of Cultural Arts at local, regional and global levels. According to Widia (2005) art has several roles, namely as a medium of expression, communication media, creative thinking media and talent development media. These four roles can be obtained by children through art learning, one of which is music. Music is a branch of art that studies all areas of competence such as cognitive, affective, and psychomotor. In the learning process, it will give students the experience of appreciating art, expressing art and creating art.

The community is very aware that the teacher's role in the learning process at school is very important, therefore the competence of teachers in terms of learning and in managing the classroom must always be improved, not least for art and culture teachers. To see if a teacher carries out his role and function properly, and also whether a teacherteachers apply their competencies in the learning process, guidance or task implementation, an instrument for assessing teacher performance is needed.

Teacher competency assessment is an important thing that must be considered. As a general proof to the community that schools can educate students better and more effectively. If teachers provide wrong information or knowledge, it will greatly affect the continuity of the next generation. Teachers' incompetence can affect the quality of student achievement, so it is necessary to periodically assess teacher competence and performance.

Performance assessmentTeacheris athe assessment process is carried out as a benchmark of teacher competence. So far, the teacher performance assessment that has been carried out has focused on 4 (four) teacher competencies, including:Pedagogic competence, personality competence, Social Competence, and Professional Competence, which are associated with the implementation of the main task of the teacher. Teacher performance appraisal can be used for promotion or career development. For this reason, researchers are interested in researching the Development of Competency Assessment Instruments for Managing and Monitoring Interactions in the Learning Process of Arts, Culture and Skills (Art Music) in Junior High Schools (SMP). This development research was carried out because there were no indicator components on managing and monitoring in the teacher competency assessment instrument used for prospective teachers who would go into the field. The existing competency assessments are still focused on administrative abilities (Daryanto, 2012) such as making lesson plans, adjustment of teaching materials with learning outcomes, focusing on the ability of teachers to apply a scientific approach, using models, methods, media, and learning resources. there is no visible competency assessment of the teacher's ability to manage the interaction of the learning process.

RESEARCH METHODS

This research uses the method ofdevelopment research.Development research carried outto produce a particular product, and test the effectiveness of that product(Sugiyono, 2012). The process of testing the validity, practicality, and effectiveness of this research was carried out

by education evaluation experts, the head of the teacher's center and lecturers of the music education study program. Pinstrument product developed through several stages in accordance with that proposed by Djemari Mardapi (2012) which consists of:formulating variable constructs based on theories about the concept of the variables to be measured, developing dimensions and indicators, making instrument grids, setting quantities or parameters, writing instrument items, validation processes, revisions, and field trials. Based on the existing stages, the researcher summarized the process into four stages including the preliminary stage, the planning and development stage, the trial stage, and the implementation stage.

The first stage carried out in the introduction was an analysis of existing assessment instruments, teacher competency analysis, literature study, and needs analysis in the learning process. In this case, in addition to administrative competency assessment, indicators for managing and monitoring components are also needed as one of the competencies that teachers must possess. The analysis carried out will be used as the basis for developing products in the form of assessment instruments to manage and monitor learning interactions. In this analysis step, the researcher performs severalstages such as finding and collecting teacher competency assessment instruments in teaching, such as APKG S-1 and APKG PPG (Teacher Competency Assessment Tools) which are used for prospective teachers who will teach later. In addition, seeking and collecting references on descriptions and descriptions of competencies to manage and monitor interactions in the learning process from several sources such as the National Competency standards listed in the Minister of National Education Regulation No. 16 of 2007 and The European Profiling Grid (EPG) 2011-1-FR1- LEO05-24446. Then compose a Competency assessment descriptor to manage and monitor interactions in the IDPP learning process (KMM-IDPP) in the classroom through a flipped classroom that can be done in cyberspace either through direct virtual face-to-face with audio-visual via zoom or direct virtual face-to-face with writing such as Google Classroom (Saputra, 2020). This first stage was carried out in order to formulate the construct of research variables and indicators.

The second stage is the planning stage (*design*) and development which consists of several steps, namely compiling product specifications that will result from the research carried out, compiling instruments for comparison of existing and future evaluation tools, reviewing competencies in instruments, designing initial forms (*prototype*) product, the last is the development of instrument products in managing and monitoring the interaction of learning the art of music. The product in this study is an evaluation instrument to measure the teacher's ability to manage and monitor the interaction of the learning process. At this design stage, the researcherusing descriptors that have been compiled at the analysis stage as a rubric to assess the availability/coverage of Competence in managing and monitoring interactions in the learning process (KMM IDPP) in existing teacher competency assessment instruments (APKG S-1, APKG PPG, and others). etc.) Presenting the results of the assessment of existing teacher competency assessment instruments (APKG S-1, APKG PPG, and others). Stagedevelopment (*development*) which contains product validation which is the stage to produce product development which is carried out through two steps, namely expert assessment*(expert appraisal)*followed by product revisions, development trials*(developmental testing)*. The next stage is a trial conducted on students who take music teaching practice courses at the S-1 level, then the last stage is implementation which is a real step to implement the product that has been made.

This study aims to develop an instrument for assessing the competence of music teachers. The object of this research is the development of a Competency Assessment Instrument in Managing and Monitoring the Interaction of the Music Arts Learning Process in Junior High Schools (SMP). The research was conducted in the UNJ environment and in the junior high school environment. The data collection process was carried out in junior high schools which were used for teaching practice. While the analysis was conducted at the Music Education Study Program, State University of Jakarta.

RESULTS AND DISCUSSION

Based on the development process carried out, researchers have conducted an analysis of the previous data. Researchers conducted an analysis of competency standards in managing and monitoring the interaction of the learning process in arts and culture subjects. In analyzing research data on the Competence of Managing and Monitoring (KMM) Interaction in the Learning process, researchers used the reference to national education standards listed in the Minister of National Education Regulation No. 16 of 2007. In addition, researchers also used European education standards as stated in The European Profiling Grid. (EPG) 2011-1-FR1-LEO05-24446. The European Profiling Grid (EPG) is an instrument in measuring the ability of teachers in Europe in which there is a managing and monitoring component (Arifah, 2021). The two standard references used by researchers are used to analyze the Competence of Managing and Monitoring the Interaction of Learning Arts and Culture (Music). In-depth analysis was carried out with research data obtained from existing teacher competency assessment instruments and used in schools in the context of teaching practice. There are two instruments analyzed, namely the Teacher Ability Assessment Tool (APKG) at the undergraduate level 1 and the Teacher Ability Assessment Tool (APKG) at the teacher professional education level (PPG). These two instruments have been used as a teacher competency measurement tool, one of which is in the area of ability to manage and monitor interactions in the learning process in the classroom. In-depth analysis was carried out with research data obtained from existing teacher competency assessment instruments and used in schools in the context of teaching practice. There are two instruments analyzed, namely the Teacher Ability Assessment Tool (APKG) at the undergraduate level 1 and the Teacher Ability Assessment Tool (APKG) at the teacher professional education level (PPG). These two instruments have been used as a teacher competency measurement tool, one of which is in the area of ability to manage and monitor interactions in the learning process in the classroom. In-depth analysis was carried out with research data obtained from existing teacher competency assessment instruments and used in schools in the context of teaching practice. There are two instruments analyzed, namely the Teacher Ability Assessment Tool (APKG) at the undergraduate level 1 and the Teacher Ability Assessment Tool (APKG) at the teacher professional education level (PPG). These two instruments have been used as a teacher competency measurement tool, one of which is in the area of ability to manage and monitor interactions in the learning process in the classroom. There are two instruments analyzed, namely the Teacher Ability Assessment Tool (APKG) at the undergraduate level 1 and the Teacher Ability Assessment Tool (APKG) at the teacher professional education level (PPG). These two instruments have been used as a teacher competency measurement tool, one of which is in the area of ability to manage and monitor interactions in the learning process in the classroom. There are two instruments analyzed, namely the Teacher Ability Assessment Tool (APKG) at the undergraduate level 1 and the Teacher Ability Assessment Tool (APKG) at the teacher professional education level (PPG). These two instruments have been used as a teacher competency measurement tool, one of which is in the area of ability to manage and monitor interactions in the learning process in the classroom.

There are four core competency standards that must be possessed by teachers which are listed in the standards of academic qualifications and teacher competencies in the Minister of Education Regulation No. 16 of 2007. These competency standards include pedagogic competence, personality competence, social competence, and professional competence. In this study, researchers focused on pedagogic competence and professional competence. While on the standard of education for teachers in Europe, researchers focus on the ability of teachers to manage and monitor the interaction of the learning process.

Based on the existing data sources, the analysis and categorization process is carried out in thecompetence to manage and monitor the interaction of learning arts and culture (music) at

the junior high school (SMP) level to obtain research results. The analysis can be seen in the table that has been made by the researcher as follows.

Table 1. Competency Analysis of Managing and Monitoring (KMM) Interaction in the Cultural Arts Learning process in SMP

No	Competence in Managing Learning Interactions in general		Competence in Managing Cultural Arts (Music) Learning Interactions	Existing instruments	
	National Standard	European Standard		APKG S-1	APKG PPG
1	Mastering the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects	Can give clear instructions	Can provide ensemble music playing instructions to students	There is (item 19)	Yes (Item 4) but not yet explicit
2	Mastering learning theory and educational learning principles	Can organize learning activities	Can maintain class conditions to remain conducive	Yes (item 7c)	There is item 7 but it's not explicit yet
3	Develop curriculum related to the subjects taught	Can provide alternative learning in the form of class activities, in pairs or groups with clear instructions	Can provide alternatives and develop art and culture learning models	There isn't any	There is (point 3) but not yet explicit
4	Organizing educational learning	Can manage learning interactions	Can organize and manage educational learning interactions	Yes (item 7)	There is (point 4) but not yet explicit
5	Utilizing information and communication technology for learning purposes.	Can involve students to do learning activities in pairs and groups based on the activities	Can involve students in the use of technology in learning arts and culture (music)	Yes (item 11)	There isn't any

			in the textbook		
6	Facilitating the development of the potential of students to actualize their various potentials.	Can design and manage learning activities in pairs and groups efficiently and can return learning activities together (classes).	Can enable students to practice vocals individually and in groups	Yes (item 19a)	There isn't any
7	Communicate effectively, empathically, and politely with students	Can monitor individual and group activities	Can monitor and communicate well	Yes (item 20a)	Yes (item 7 No 3)
8	Organizing assessment and evaluation of learning processes and outcomes.	Can give clear feedback	Can provide feedback and assessment appropriately to students	Yes (item 17)	There isn't any
9	Utilize the results of the assessment and evaluation for the benefit of learning	Can organize activities in a varied and balanced manner based on the sequence of classes, groups and pairs to meet learning objectives	Can guide students in playing musical ensembles and evaluate their learning outcomes.	Yes (item 19)	There isn't any
10	Reflective take action to improve the quality of learning	Can organize task-based learning	Can provide an objective assessment of the assigned task	There isn't any yet	There isn't any
11	Mastering the material, structure, concept, and scientific mindset that supports the subjects taught	Can monitor student performance effectively	Can master the field of arts and culture (music) and monitor student performance	Yes (item 6)	Yes (item 8 no 9)
12	Continuously develop professionalism by	Can organize, monitor and	Can foster active	Yes (item	Yes (item 4)

taking reflective actions	provide support for groups and individuals at different levels within the same class class on different assignments	participation of students and develop self-professionalism	19a)

Based on the table above, it can be seen that there are still several aspects of competence that are not yet complete or have not been raised explicitly, so the existing instruments need to be developed to be more complete. Arts and culture teachers, especially those with disciplines in the field of music, are required to have competence in managing and monitoring learning interactions in the classroom. To see the scope of competence, competency standards are drawn up to determine the feasibility of a teacher in managing and monitoring learning. These standards become the basic reference for researchers to develop instruments through research conducted.

The results of the analysis carried out in research on aspects that must exist in the competence to manage the interaction of learning arts and culture (music), namely the national standard states that teachers must master the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects . While the European standard states that teachers must be able to provide clear instructions, so from these two standards the researcher concludes that teachers of arts and culture, especially music, must be able to provide clear instructions to students. These instructions are, for example, instructions for playing ensemble music. Indirectly, these competencies require teachers not only to master the ensemble material but also to master the emotional and intellectual skills of students. This can be seen when the teacher divides students into several groups. Teachers must have competence in managing and monitoring their students so that instruction and group division in musical ensembles can run well. Based on the analysis of the instrument, these aspects are in the nineteenth point APKG S-1 and PPG APKG in point four but have not been written clearly.

Competence in Managing Interaction Learning The next step is that according to national standards, it is said that teachers must master learning theory and teaching learning principles. Meanwhile, European standards say that teachers must be able to organize learning activities. The two statements are linear so that the researcher concludes the linearity that teachers must be able to maintain class conditions so that they remain conducive. The next researcher conducted an instrument analysis and there were results that indicated the existence of these competencies in item 7C on the APKG S-1 instrument, and there was also the seventh item on the PPG APKG but it was not clearly stated in that item.

The next competency in managing learning interactions is on the national standard that teachers must be able to develop a curriculum related to the subjects being taught, while on the European standard that teachers must be able to provide alternativesiflearning in the form of class activities, in pairs or groups with clear instructions. Researchers categorize these competencies that teachers must be able to provide alternatives and develop learning models of art and culture. In the instrument analysis carried out, these competencies were not found in the APKG S-1, while in the PPG APKG they were found in the third item but not explicitly explained. In point three APKG PPG only explains theeskill in making variations.

The next competency on the national standard says that teachers must be able to carry out educational learning. Meanwhile, European standards say that teachers must be able to manage learning interactions. So that the competence to manage and monitor this aspect is that the teacher must be able to organize and manage educational learning interactions. The results of

the instrument analysis are in the seventh point APKG S-1 while the PPG instrument is not explained clearly even though there are actuallySkillsgood in showing the structure of the presentation, using effective sentences, and providing relevant examples in point four.

Next is the ability to utilize information and communication technology for learning purposes listed in national standards. Meanwhile, European standards say that teachers must be able to involve students in doing learning activities in pairs and groups based on the activities in the textbook. From these two standards, researchers determine the competence that teachers must be able to involve students in the use of technology in learning arts and culture (music). In the instrument analysis, it was found in APKG S-1 item 11 but not found in the APKG PPG instrument.

Next is the competence of teachers in facilitating the development of the potential of students to actualize their various potentials. It is stated in national standards while in European standards that teachers must be able to design and manage learning activities in pairs and groups efficiently and be able to return to learning activities together (classes). Based on these two competencies, the researcher integrates the learning of cultural arts so that one example is the teacher must be able to activate students to practice vocals individually and in groups. These competencies were found in item 19a on the APKG S-1 instrument but were not found on the PPG instrument.

National standards further say that teachers must be able to communicate effectively, empathically, and politely with students while European standards say that teachers must be able to monitor individual and group activities. This competency requires teachers to be able to monitor and communicate well. This was found in the APKG S-1 instrument in point 20a, and there was also in the APKG PPG instrument item 7 no 3.

The next competency set in the national standard is that teachers can carry out assessments and evaluations of learning processes and outcomes. Whereas in European standards teachers can provide clear feedback, so that the competence to manage learning interactions that must be possessed is the ability to be able to provide feedback and assessments appropriately to students. This was found on the APKG S-1 instrument item 17, but not on the PPG instrument.

Next, the national standard says that teachers must be able to take advantage of the results of the assessment and evaluation for the benefit of learning. While the European standard says that teachers can organize activities in a varied and balanced manner based on the order of classes, groups and pairs to meet learning objectives. Both of these have similarities in the importance of learning objectives. The ability to organize various activities can be categorizedSkillsin guiding students, so that researchers formulate competencies that must be possessed by being able to guide students in playing musical ensembles and evaluating their learning outcomes. This aspect of competence can be seen in the APKG S-1 instrument item 19 which describes the teacher's ability to trigger and/or maintain student involvement in learning. Meanwhile, in PPG APKG, this competency is not clearly found.

The next national standard competency is that teachers can take reflective action to improve the quality of learning. Meanwhile, the European standard says that teachers must be able to organize task-based learning. From these two standards, the teacher must be able to provide an objective assessment of the assigned task. This aspect of competence was not found in both the APKG S-1 and APKG PPG instruments.

Furthermore, the national standard states that teachers must master the material, structure, concept, and scientific mindset that supports the subjects being taught. According to European standards, teachers can monitor student performance effectively. Based on these two standards, the researchers determined that the monitoring competencies that must be possessed are that teachers must be able to master the field of arts and culture (music) and monitor student performance. In the instrument analysis, it was found in item 6 APKG S-1. While the PPG

APKG instrument is also contained in point 8 no 9 which says that teachers must be able to encourage students to complete their assignments.

The next aspect of competence in the national standard states that teachers must be able to develop creatively guided learning materials. Meanwhile, the European standard states that teachers must be able to organize task-based learning in groups with various activities at the same time. Based on these two competency standards, the researchers determined that teachers should be able to organize and develop learning activities creatively at the same time. In the findings of the analysis obtained, there is item 15 on the APKG S-1 instrument which says that teachers apply learning activities to achieve 21st century skills (Communcation, Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation/4C) properly and correctly. .

The next aspect of competence set out in national standards is that teachers can develop professionalism in a sustainable manner by taking reflective actions. While the European standard states that teachers can organize, monitor and provide support for groups and individuals at different levels in the same class on different tasks. From these two standards, the researchers determined that the competencies that teachers must have in managing and monitoring interactions are that they can foster active participation of students and develop self-professionalism. Based on this analysis, it was found that there were aspects of competence contained in the APKG S-1 instrument item 19a and there was also item 4 on the APKG PPG instrument on skill points.

The results of the analysis obtained in this study indicate that there are still two gaps in aspects of competence in the APKG S . instrument-1 and five vacancies in the competency aspect on the PPG APKG instrument. In addition, the PPG APKG instrument also has many things that need to be improved because several competency indicators are not explicitly stated.

The reference standards used in this study are the standards that have been set by both the Indonesian government and the standards set by the Indonesian government*The European Profiling grid*(EPG). The two standards are a reference to competency standards that must be possessed by someone who works as a teacher, especially a teacher of arts and culture (music).

Based on the results of the research conducted, it can be concluded that there are still vacancies in the instrument assessment criteria in the Teacher Ability Assessment Tool. The vacancy is especially in the criteria for managing and monitoring interactions in the learning process, both the instruments used to evaluate Teacher Professional Education (PPG) and Teaching Skills Practice (PKM) for S-1 Music Education Study Program, Faculty of Language and Arts, State University of Jakarta. The existing instruments do not explain clearly and in detail the criteria in assessing the competence to manage and monitor learning interactions. The instrument for assessing the competence of teachers of arts and culture (music arts) that exists is only to the extent that the competence of mastery of the field of science and assessment focuses on the teacher, as well as on the assessment of classroom management and discipline. Meanwhile, Assessment instruments that assess the ability of teachers to manage and monitor the learning process are not explicitly listed in the APKG S-1 and APKG PPG instruments. Therefore, with this research, researchers create and complete evaluation instruments used by teachers and students who will become art and culture (music) teachers for the competencies that must be possessed in managing and monitoring the interaction of the learning process.

Based on the results of the research that has been carried out, the researchers provide suggestions to the evaluation instrument drafting team, both those contained in the APKG which are commonly used to assess students when carrying out the Teaching Skills Practice (PKM) program and the Teacher Professional Education (PPG) program in order to include competency assessment items for managing and monitor interactions in the learning process. The researcher also gives advice to students, both S-1 and PPG, to equip themselves with professional competence in managing and monitoring interactions in the learning process. With the ability to manage and monitor learning interactions, the learning process will run optimally and have an impact on improving the quality of learning, especially in arts and culture subjects

(music) in Junior High Schools (SMP). The trial was carried out in several junior high schools where there were students from the Music study program carrying out teaching practices. The trial was carried out for 3 months for students to practice teaching and involved tutors and supervisors to assess and five students were assessed.

Figure 01. Instrumental Trial

Based on the results of testing the instrument from 12 assessment aspects that were developed for five students where each aspect that was assessed had a score range of 1 to 4, it was obtained data that the first student obtained a score of 3 on 6 aspects and a score of 4 on 6 aspects.The second student got a score of 4 on 8 aspects and a score of 3 on 4 aspects. The third student got a score of 3 on 7 aspects and a score of 4 on 5 aspects. The fourth student got a score of 2 on 1 aspect, a score of 3 on 4 aspects, and a score of 4 on 7 aspects. The fifth student got a score of 2 on 1 aspect, a score of 3 on 5 aspects, and a score of 4 on 6 aspects. Based on the scores of the five students, it can be seen that the total scores of students were assessed using the instrument developed as follows.

No	Student	Rating Score				Total Score
		1	2	3	4	
1	Zulvia Alamanda	-	-	6	6	42
2	Clara Nadya Irmawati	-	-	4	8	44
3	Andhara Sari Flower	-	-	7	5	41
4	Dimas Aryo Maulana Agsha	-	1	4	7	42
5	Ahmad Rafiq	-	1	5	6	41

$$\text{Final value formula} = \frac{Total\ Score}{48} \times 100$$

Based on the total score using the instrument trial, the results of the first student's final score were 87, the second student scored 91, the third student scored 85. The fourth student scored 87. The fifth student received a final score of 85.

CONCLUSION

The competency assessment instrument that has been developed is an evaluation tool that can be used to provide an assessment of the teacher's ability to manage and monitor the interaction of music learning. The assessment instrument that has been developed has gone through the stages of testing the validity, practicality, effectiveness and is implemented in assessing students of the music education study program taking Teaching Skills Practice (PKM)

courses.at school. This development research resulted in a teacher competency assessment instrument which contained the ability to manage and monitor the interaction of the learning process. The instrument that has been developed is declared valid and has been tested so that it can be used as an evaluation tool or teacher competency assessment, especially music art teachers.

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