

An Integrated Self Assessment Of Teacher Mentoring Model In Implementing The 2013 Curriculum

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Abstract: The results of previous studies have indicated a number of issues regarding the quality of teacher mentorings for elementary school educators in Semarang city. A successful implementation of the 2013 curriculum is highly determined by teacher mentoring quality, which aims to apply typical learning emphasizing balance between attitudes, skills and knowledge, where all of which is achieved through a holistic and fun learning model. This study was designed with research and development methods. The feasibility of the integrated self assessment teacher mentoring model has been previously validated by learning and language experts. In referring to the results of the first year research, it was found that the integrated self assessment teacher mentoring model had reached an appropriate assessment from both the learning and language experts and in a limited scale trial at three piloting project elementary schools of the 2013 curriculum in Semarang City, this proven to strengthen students' balanced competencies and teacher improved performance.

Index Terms: elementary schools, integrated self assessment, teacher mentoring model, the 2013 curriculum.

1 INTRODUCTION

In implementing the 2013 curriculum, the Ministry of Education and Culture (Kemendikbud) is responsible for the procurement of student books, teacher manuals and teacher training. Teacher readiness in implementing learning is very assisted by the availability of teacher mentoring books, therefore the learning model should be prepared more effectively. The developed curriculum 2013 is objectively aimed at achieving balanced competence between attitudes, skills and knowledge achieved through holistic and fun learning. In implementing the 2013 curriculum, the government should take a role in strengthening teacher post-training assistance. The mentoring to ensure the implementation of classroom training, starting from preparing, implementing and evaluating the learning. According to Nuh (2013) the quality of mentoring is an important key to the success of curriculum implementation at all school levels. Elementary school learning in the 2013 curriculum applies an integrated thematic learning model known as integrated thematic instruction. Integrated thematic learning is an effective learning strategy to achieve the targeted competencies. The advantages of integrated thematic learning are visible from its significant importance as a platform and exploring in an integrated way the emotional, physical, and academic domains of elementary school students. Teachers should be able to design learning triggering acceleration and increasing the memory capacity of students for more time periods long. Bearing from the evidences of various learners' successes and achievements, the 2013 curriculum is expected to be the access of these achievements.

In line with the best objectives of the 2013 curriculum, the teacher is the key factor that determines success, therefore a guide is needed for teachers starting from planning, implementing and reflecting on learning. The guiding activities were undertaken by those who became the instructors for 2013 curriculum and ensured the achievement of the post-training objectives. Training outcomes will not run effectively without a follow-up program in the form of a teacher mentoring program in implementing classroom learning (Sukarno, 2010). The teacher mentorings participants who have attended the curriculum training are conducted to ensure the implementation of the classroom learning program. The mentoring process will run more effectively if only teachers are willing to first assess their performance. Self-assessment allows teachers to more easily apply the results of their training. As for the identified problems in a number of curriculum implementations in previous schools, mentoring that began with self-assessment did not become a culture after teacher training. The tendency of mentoring remains focused more on administrative completeness, which consequently leads teacher training activities not to have a broad impact on the aspired improvements in learning qualities. have been previously identified problems regarding the quality of mentoring to elementary school teachers in Semarang in implementing the Education Unit Level Curriculum before the 2013 curriculum was implemented. Among the identified problems, are teacher mentoring not yet being properly implemented referring to the orientation of teacher needs remaining administrative with regard to incompleteness teaching tools, and findings during the mentoring have not been optimized as a reflection material between the mentor and the mentored teacher. The essence of mentoring problem lies in the mentoring model which is relevant to curriculum achievement targets. According to Sarjita (2011) the teacher mentoring objectives are meant to provide facility as a follow-up to a training activity every time a curriculum change occurs, find out the level of success of curriculum objectives, provide encouragement for teachers to innovate, and as a sharing media between teachers. The mentoring model significantly plays a major role which enable teachers oversee to what extent the 2013 curriculum ideals have been achieved partly to

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prepare the nation's golden generation in 2045 through strengthening the balanced competencies. Mentoring teachers are initiated first through developing learning tools, as a result of research by Julianto (2008), that teachers implement learning according to learning devices arranged according to classroom needs, carried out that are inseparable from control through mentoring. The expected teacher mentoring beginning from the preparation of learning tools to the reflection of their performance. In a mentoring process, the facilitator can carry out the function properly, if he / she applies the principle of collegiality with the teacher being accompanied. The communication will be more effectively run, when the accompanied teacher is not positioned as an individual who is less knowledgeable than the mentor. Based on the results of previous research on the importance of mentoring, and paying attention to the direction of applying the 2013 curriculum as a curriculum emphasizing the learning process, it is necessary to have an appropriate model of teacher assistance so that the objectives of the 2013 Curriculum can be achieved. Studies which producing mentoring model products are greatly needed to sustain successful implementation of the 2013 Curriculum. For teachers who have attended training, can take self-assessment-based mentoring programs. The assistants assist the teachers in implementing curriculum-based learning models. Self-based mentoring models significantly need to be developed, where this model simultaneously impacts encouraging individual awareness of each teacher to always have better competence, which then makes them more independent. Moreover, through self-assessment on one's own performance, teachers will not experience self-dependence. Based on the aforementioned background description, a number of problems concerning teacher mentoring development model were formulated, namely; (1) Does the self assessment-based model of teacher mentoring obtain proper appraisal from the learning model development experts? (2) Can teacher mentoring self-assessment-based model strengthen balanced competence of the elementary school students ?, and (3) What is the level of effectiveness of the applied performance teacher assistance self-assessment-based model to elementary school teachers? The objectives of this study lie in how to produce a teacher self-assessment-based mentoring model in strengthening balanced competencies in elementary school students. A successful implementation of the 2013 curriculum is largely determined by the quality of teacher assistance in implementing learning which emphasizes the balance between attitude, skills and knowledge achieved through holistic and enjoyable learning. This study aims to; (1) produce the products of teacher mentoring self-assessment-based model, (2) find out the impacts of the applied self-assessment-based teacher mentoring model in strengthening balanced competencies of elementary school students, and (3) to know the effectiveness of self-assessment-based teacher mentoring model in improving teacher performance in implementing the 2013 curriculum. Specifically, the learning model in Primary Schools introduced in the 2013 curriculum is based on a highly recommended integrated thematic learning where its use refers to the name of integrated thematic learning. This integrative thematic learning approach has previously been developed specifically for gifted and talented students, intelligent, expanding learning programs, and students who learn fast. In the 2013 curriculum, students need additional opportunities where they enable them to explore their talents

and talents, they spend time with each other in conceptualizing and synthesizing quickly. Learning in integrated elementary schools is expected to be able to achieve balanced competencies between attitudes, skills and knowledge achieved through holistic and fun learning. A successful balanced competency demands a typical learning plan which integrates attitudes, skills and knowledge aspects. The three aspects of the 2013 curriculum are integrated into every basic competency, this allows elementary school teachers to have the skills in elaborating those three aspects. A balanced competency additionally needs to be strongly reinforced through evaluations which measure the three aspects. The typical recommended evaluation, among others the tests which can measure knowledge, student performance in the form of a portfolio measuring the achieved student development, and performance assessment tasks that support measuring applied concepts being taught (Kemendikbud, 2013). Qualitatively, there is a significant difference between integrated thematic learning models compared to other learning models, that is, in terms of their nature guiding students achieving their higher levels of thinking or thinking skills which optimize multiple thinking skills, innovative processes about developing dimensions of attitudes, skills, and knowledge. In partly implementing the 2013 curriculum, it demands teachers' abilities to be able to transform learning materials and models in the classroom. Every teacher who implements learning should first understand the material being taught and how to apply it in the classroom learning environment along with the students. The 2013 curriculum as a result of development, which advances the learning process which fosters students' creativity. The method used is scientific, observation, question and answer to presentation. Learning characteristics of the 2013 curriculum, covers; a) applied a scientific approach through observing, asking, trying, reasoning, b) applied science as a learning driver for all subjects, c) guide students to actively find out, not to be informed (discovery learning), d) emphasize significant function of language as a medium of communication, which allows the transformation of knowledge and logical, systematic and creative thinking. In implementing the curriculum, the government promises to strengthen the role of mentoring and monitoring by the central and regional levels in implementing learning by post-training teachers. Teacher mentoring or assistance aims to sustain and encourage the teachers to manage teaching and learning activities in partly to develop their full potential, develop skills, in addition to improve the quality of their performance. Teacher assistance is a medium to empower individuals appropriately and effectively in addition to being a scientific platform for teachers in developing their competencies (cf. Perry, et al., 2006; Koch & Appleton, 2007). Markasid (2009) argued that the success of teacher mentoring activities is supported by mutual cooperation between teachers who are accompanied by mentors through mutual trust and respect. The teacher's assistant duties include; assist and facilitate teachers in solving problems and provide feedback after carrying out learning, give instructions, advise, teach, challenge, train using their experience, expertise, and care in improving the quality of teachers' actions and development over time, and those who think long-term strategy and focus on self-development being supervised. Butin (2006) asserts that the main focus of a mentor is to help the one being assisted in developing professional skills in a supportive and non-stressful atmosphere. The best form of

assistance occurs over a period of time where trust, cooperation, and sharing are built and there are regular and consistent meetings between the assistants and assistants. Yuyarti's (2009) study results concerning effective mentoring to teachers have an impact, among others; to improve teacher performance with a spirit of mutual learning and learning between the assistance and one being mentored; provide solutions that focus more on their limitations; and reflective personal foster. All stages of mentoring are carried out on the principle of self-assessment based on mutual trust, partnership, openness, direction, and enthusiasm (David, 2006; Oppenheimer, 2017). The benefits of using self-assessment techniques, among others; a) fostering the teachers' self-confidence, they are provided to trust for their own self-assessment, b) being aware of their both strengths and weaknesses, this is because they are doing teaching work, must do introspection of their strengths and weaknesses; and c) encourage, familiarize, and train to be honest, where teachers are required to be honest and objective in conducting assessments. Matsuno (2009) conducted experiments on self-assessment and peers, as he concluded that: a) the evaluator himself was very critical of his own writing; b) peer assessors do not show differences, soft, consistent, their assessment patterns may not depend on self ability. Model shows a concept describing the actual state, or sequential set of procedures in realizing a process. The specific procedures for developing teaching materials should adjust the goals to be achieved, both the structure of content and learning should be clearly described, and meet the criteria for developing a learning. As a planning or pattern oriented as a guide in planning classroom learning or tutorial-based learning and to determine learning tools including books, films, computers, and curriculum. Joyce in (Sukmadinata, 2005) added that each learning model leads to the design of learning should help students in such a way as to enable a significant learning objective to be achieved. There are five criteria in the development of a model, among others; to help students prepare their independent learning, have a learning activity plan that can be responded to optimally, contain complete learning content and be able to provide learning opportunities to students, can monitor student learning activities, and can provide advice and guidance as well as information on the level of students' learning progress. Learning design theories and models should pay attention to three main components, namely; learning conditions, learning methods, and learning outcomes. The target model characteristic is defined as an aspect or quality of each individual such as talent, maturity, intelligence, motivation to learn, and their prior abilities. In partly optimizing the acquisition, organization, and disclosure of new knowledge, where all of which are achieved through making new knowledge meaningful to students by linking new knowledge with their prior knowledge. There are five types of prior abilities that must be considered in designing learning, namely (a) arbitrarily meaningful knowledge, (b) analogic knowledge, (c) superordinate knowledge, (d) coordinate knowledge), and (e) subordinate knowledge. The types of prior knowledge greatly determine in building new knowledge for students in learning (Kerlingerd translated version by Simatupang and Koesoemanto, 2000).

2 RESEARCH METHODS

The study was designed by applying the Research & Development methodology aimed at developing a teacher

mentoring model based on self assessment. The following is explained about; subject, object, time and location of the study as well as data collection techniques. The subjects in this study are teachers and students at three elementary schools piloting the 2013 Curriculum project in Semarang city. The feasibility of the teacher's self-assessment mentoring model, where the teacher facilitates students to achieve balanced competence, all of which measurable through the model development instrument. The validation model as a product of development is carried out by experts in developing the learning. The data collection techniques in this study cover: (1) validation of teacher self-assessment-based mentoring models by experts in teaching model development; (2) learners' competence abilities are balanced in elementary school after the teachers have self-assessment-based mentoring and; (3) the effectiveness of the self-assessment-based teacher mentoring model on the performance of elementary school teachers.

3 RESULTS AND DISCUSSION

3.1 The Syntax of Teacher Self-Assessment-based Model

3.1.1 Performance Evaluation

Each teacher prior to mentoring evaluates their own performance of the activities that have been carried out during the assignment and implements the functions of planning, implementing, and evaluating. In conducting self-performance evaluation, each teacher applies a performance evaluation instrument. The results of self-evaluation realized in self-performance reports are described covering both the strengths and weaknesses of the teacher, therefore the assistance is designed according to the needs of each different teacher.

3.1.2 Teaching Materials Evaluation

The activity continued with evaluating teaching materials sourced from: teacher books, student books, supplementary materials, and environmental potential in accordance with basic competencies.

3.1.3 Learning Plan

The results of the analytical teaching material were expressed in the learning implementation plan which emphasized the balance of three competencies (through learning knowledge to hone skills and establish attitudes).

3.1.4 Learning Implementation

Learning implementation is oriented towards students' creativity to gain knowledge, skills and attitudes.

3.1.5 Assessment

The assessment applies an authentic approach which includes both the assessment of processes and products. Reflection is carried out by the teacher through emphasizing on students' balanced achievement of each competency.

3.1.6 Reflection

The results of reflection are used to determine the follow-up plan in preparing for the next learning.

3.1.7. Follow-up Plan

The mentoring implementation was carried out through

complete classroom observation (during the learning).

3.2 Social system

The teacher mentoring model integrates self assessment emphasizing good and productive relationships between teacher being mentored and the mentor. Each teacher as a target of assistance, has the opportunity to interact with other teachers and with the mentor (headmaster). The success of mentoring activities for teachers, supported by the fabric of cooperation between teachers who are accompanied by mentors by implementing mutual trust and respect. The mentor plays a role by assisting the assistants in developing professional skills in a supportive and unstressful atmosphere.

3.3 Teacher Assistance's Roles and Duties

School principals as learning assistance for teachers whose job is to assist teachers in preparing, implementing, evaluating and reflecting the implemented learning. The mentor should be more oriented towards achieving balanced competencies between attitudes, skills and knowledge achieved through holistic and fun learning. The role of the mentor helps and facilitates the teacher in solving problems and feedback after having conducted the learning.

3.4 Reactional Principles

The teacher being mentored, shows a reaction by making the mentoring results improved the learning performance. Teachers being mentored prepare the learning plans for classroom students. The created learning design refers to balanced competencies, thus, aspects of knowledge, skills and attitudes can all be realized. Teacher activities accompanied by the mentor are oriented together to solve the learning problem. The teacher during the mentoring time can ask everything, thus, the implemented learning becomes quality. The assistant responds and there is a reaction between the mentor and the teacher.

3.5 The Sustaining System

As for a number of supporters to the success of mentoring implementation, among others are learning media, teaching aids, and learning tools. The sustaining system in mentoring includes; assistance plan, assistance instruments, assistance material, vans and the required media during the mentoring process.

3.6 Learning Impacts

3.6.1 Instructional Impact

The results of mentoring are measured based on teachers' quality in preparing; syllabus, learning implementation plan, media / teaching aids, teaching materials and evaluation tools. The instructional impact at the time of using the mentoring model, an increase in teacher performance is relevant to the main purpose of mentoring.

3.6.2 Mentoring Impact

The results of long-term mentoring can foster habituation of teacher performance (independence) as mentoring impact. The model was validated by both learning experts and linguists. The learning experts examined the feasibility of content and model development procedures, while the language experts examined the feasibility of language. The results of the model validation are presented in Table 1.

TABLE 1
RESULT OF EXPERT LEARNING VALIDATION

Model Components	Scores			
	1	2	3	4
<i>Syntmatic (stages)</i>				√
<i>Social system</i>				√
<i>Reactional Principle</i>				√
<i>Sustaining System</i>			√	
<i>Learning Impact</i>				
<i>a. Instructional Impact</i>			√	
<i>b. Mentoring Impact</i>			√	

Table 1 shows the model experts score between 3 and 4, there is no component of the model that obtained a score of 1 or 2. Supporting systems, instructional impact and the impact of mentoring obtained score 3. Three components of the model obtained a score of 4, namely; syntagmatics, social systems, and reactional principles. The model generally obtained good judgment from experts. The linguist as the second expert validates the model. The results of language expert validation are presented in Table 2

TABLE 1
RESULT OF LINGUISTIC EXPERT VALIDATION

Linguistic Components	Scores			
	1	2	3	4
<i>The language used is standard</i>				√
<i>Sentence structure</i>				√
<i>The terms used correspond to Kamus Besar Bahasa Indonesia</i>				√
<i>Writing scientific names / foreign terms</i>				√
<i>Consistency of terms</i>				√

As for linguists assessing language, the model is already very good because all the linguistic components obtained a score of 4. As for the average score of 4, which means the teacher mentoring model developed in this study, the language used is standard, structurally the sentence and consistency of writing have been well-established. The model after being declared feasible according to the validation of both the learning model expert and the linguist. The stages were continued in trials in 3, 2013 curriculum curriculum piloting project schools in Semarang City. The three elementary schools are model places for testing, including; Ngaliyan Elementary School 03, Petompon Public Elementary School, and Karangayu State Elementary School 03. The stages of the model trial began with coordinating meetings with principals in three schools, model socialization to teachers in all three schools, the determination of teachers and target classes for the model trials and model implementation by following the syntax stages. Models are developed to strengthen students' balanced competencies. Students' balanced competency was measured using observation instruments in the three target schools model trials. Student balanced competency data is presented in Table 3.

TABLE 3.
STUDENTS' BALANCED COMPETENCIES IN THE MENTORING MODEL TRIALS

Balanced Competency Aspects	Average Score
<i>Attitudes</i>	
<i>Expressing greetings before and after suggesting an opinion</i>	3,8
<i>Express admiration verbally and in writing</i>	

<i>to the greatness of God</i>	3,6
<i>Showing respect to other students during learning</i>	4
<i>Revealing something according to the findings</i>	3,3
<i>Orderly in following the learning</i>	3,8
<i>Taking notes during learning</i>	2,6
Skills	
<i>Making use of learning resources</i>	4
<i>Using visual aids / media</i>	4
<i>Doing task</i>	3,7
<i>Assessing prior skills</i>	3,3
Knowledge	
<i>Being active in mastering concepts</i>	3,2
<i>Trying to connect between concepts</i>	3,3
<i>Asking about concepts</i>	3,6
<i>Giving opinions about concepts</i>	3,3

Most of the students' attitudes during learning show positive and good behavior, this is because obtained scores 3 and 4. One aspect which on average a score of 2.6 is taking notes during learning. The students' most habit when they already have a textbook, students who willingly to take notes are rarely found lately, even though taking notes is important, especially with regard to teacher's explanation or findings during learning which may not be found within the textbook. The aspects of skills and knowledge are equal to a score between 3 and 4, no aspect gets a score of 1 or 2. Teacher performance becomes the next data collected when they underwent both teaching and learning activities in the mentoring process. Average teacher performance scores in the three schools targeted by the mentoring.

TABLE 4. TEACHER PERFORMANCE DURING THE TEACHING AND LEARNING PROCESS

<i>Teacher Performance Aspects</i>	<i>Average Score</i>
<i>Teachers can identify the learning characteristics of each student in their classroom</i>	3,6
<i>The teachers ensure that all students share similar opportunities to actively participate in learning activities</i>	4
<i>Teachers can arrange classes to provide equal learning opportunities for all students with different physical and learning disabilities</i>	3,8
<i>The teachers try to find out the causes of deviations in learners' behavior to prevent actions that harm other students</i>	3,6
<i>The teachers help develop the potential and overcome the students' shortcomings</i>	4
<i>Teachers pay attention to students with certain physical weaknesses in order to participate in learning activities, thus students may not be marginalized (made fun of, feel inferior, etc.) anymore.</i>	3,8

Teachers' performance in all three schools in carrying out teaching and learning activities as a result of the mentoring process by the school principal, which shows their good performance. There are several aspects of performance which obtained a score of 4 while other aspects the average score has reached > 3.5. Overall the teachers' performance was good because they had received assistance starting from evaluating their own performance, compiling learning tools, and continuing mentoring in class. The terms being used in the model are general terms in learning and are comprehensible to the user. The linguistic expert assessment assesses that > 85% of the terms used are relevant to the Indonesian Language Dictionary (Kamus Bahasa Indonesia). Writing a scientific / foreign name reflected in the model is also judged

to be the same as the aspect of the term, therefore, writing consistently, the model is in accordance with the correct writing conventions. The linguistically developed model is very good, the chance of difficulty being understood at the time of applying the model is quite small. The linguistic expert assessment provides encouragement for the model developer to continue preparing small-scale trials to find out which model is applied. The model trials were conducted in three schools, the target teachers being assisted in the three schools carried out the same stages according to the syntax of the model. The teacher starts by doing self-reflection, facilitated by the school principal by compiling a description of the performance evaluation. The performance evaluation activity itself is a new activity for teachers, but because it has been socialized first, the teacher is slowly able to describe the performance evaluation in detail and in a complete form. In evaluating performance, preparing learning plans, teachers in three schools share similarities, because in fact when preparing the Learning Implementation Plan (RPP) they still have doubts on the accuracy of the learning steps. Their feeling of doubts have not been followed up by consulting more intensively with the school principal or supervisor. Learning conducted by the teachers, almost entirely carried out by themselves with students without any colleagues observing as a whole. The teachers when describing their performance, are still not fully convinced that the concepts taught are all true, meaning that there are still those who feel a misconception occurs. The teacher's lack of confidence about the truth of the concepts being taught, so far, has not been distributed or consulted with the principal or supervisor. The three teachers targeted the model trials in three schools, have different ways when dealing with the problem of deepening the concept. Reading, looking for literature on the internet becomes the teacher's way of solving the problem of doubting the truth underlying the concepts being taught. In fact, not all learning resources can present the correct concepts, but they are not accustomed to being consulted with other parties who are considered to have more mastery of the concepts. Description of the evaluation of the performance of the target teacher of the model trials reveals the problem, when evaluating learning. The skill of arranging relevant authentic assessment rules according to the 2013 curriculum becomes a similar problem faced by teachers in three target schools. The teacher still collects questions more often than compiles questions. The test questions at the end of each theme, the teacher uses a collection of questions from various sources. The teachers' willingness to compile the questions is quite good, but all three teachers confront the same obstacles namely; the skills to compile the questions in accordance with the learning material. Teachers experience confusion on the problem of preparing evaluation tools, including whom to consult with, considering the same problems faced by teachers in implementing the 2013 curriculum. After the teachers describe their performance evaluation independently, the mentor in this case the principal, asked the teacher to start studying teaching material, in this case the teacher's book and the 2013 curriculum student book. In addition to the existing book, the teacher is also asked to complete the analysis using other learning resources recommended by mentors, for example from articles, journals and research results that can be trusted both print and electronic. When the teacher analyzes the textbook, there is a new experience that is felt by making the potential of the environment as a potential supplement to

enrich the information in the book. The experience of analyzing the potential surrounding environment was carried out in the same way by three teachers in three different schools, however, the results have shown good quality according to the potential of the school environment. When accompanying mentoring activities, teachers analyze teaching materials and learning resources, they still provide a measure of basic competency. Further step is, the mentor facilitates teachers in preparing the learning plan. The results of the analysis of teaching materials and learning resources that have been obtained, are important materials in preparing learning plans. A different and interesting experience for teachers, given that so far in preparing the learning plans, which does not always begin with analyzing the learning resources. Even in the process, the learning plan is not preceded by teaching materials analysis, as evidenced by teachers being mentored, the local potential school often does not become part of things being learned in the classroom. The prepared learning plan, by the mentor is given an emphasis on strengthening students' balanced competence. The balanced competence, clearly stated and written within the learning steps. In partly preparing students' learning support capacity to ensure their balanced competence, i.e., attitudes are measured at the time students undergo discussion activities, skills on using measuring instruments, and knowledge through concepts explanation. The monitoring continues with learning in the classroom. As for students' attitudes when learning most of the categories are good for it obtained scores between 3 and 4. The aspects of skills and knowledge are the same as scores between 3 and 4, there are no aspects that score 1 or 2. The acquisition of scores on all three competencies in all three schools showed that student learning outcomes were good. Students already have all three competencies as well. Mentoring in compiling the three competency-based balance learning tools has a good impact. Knowledge is no longer the only being advanced competency, however, attitudes and skills are measured along with student learning activities. Teachers' performance in all three schools in carrying out teaching and learning activities as a result of the mentoring process by the principal, where the result shows good performance. The activity of evaluating performance itself has a real impact on the seriousness of teachers in preparing the learning. The development of mentoring results not only becomes a new experience, but also provides evidence that when teachers' problems are accommodated and accompanied, they produce a quality learning plan. Based on teacher performance data collected through learning observation, there are several aspects of performance obtained score 4 while other aspects the average score has reached 3.5. As a whole, the performance of teachers in the three schools is good. This situation is believed to be the positive impact of the assistance carried out by applying the developed model. The results of the model trials in this first year research, have provided experience and produced many learning products developed by teachers in three target schools. All stages of the teacher assistance model developed in this study, can be realized clearly and have an impact on improving the quality of learning. Improvements are felt directly by students and teachers, thus expanding the application of the model and measuring its impact into things to be done in the second year of research. The underlying problem of the 2013 curriculum lies in teachers' readiness, the mentoring model has made a real contribution to teachers' readiness in realizing the 2013

curriculum

4 CONCLUSION

Based on the results of the study conducted in this first year, conclusions can be drawn, among others; a). The self-assessment-based teacher mentoring model obtained proper assessments from learning experts and linguists; b). The self assessment-based teacher mentoring model in a limited scale trial at three elementary schools in the 2013 curriculum piloting project in Semarang city was proven to be able to strengthen the balanced competence of students; c). The application of teacher assistance models based on effective self-assessment is applied to improving teacher performance in primary schools. Based on the results of the study, the research team provided suggestions, namely; a). The teacher assessment model of self-assessment before being implemented, prior socialization to school principals needs to be done as a mentor in addition to teachers as individuals being mentored, on the other hand can encourage other schools to apply this being developed model; c). Limited scale trial results, the applied model has a good impact on strengthening students' balanced competencies and improving teacher performance, therefore the model application handbook can be printed in large numbers as a first-year research dissemination.

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