

Assessment Of Lecturer Performance On Social Competencies At Ibn Sina Islamic High School

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Abstract

Performance assessment instruments of social competence perceptual built and developed based on theories of performance assessment of competence and on the basis of previous research within and outside the country. This research based on the theory of performance assessment of lecturers upon social competence posited perceptual performance lecturer assessed competency and one of them is social competence, This assessment involves assessment of the 12 items are built. Early research involving 34 people respondents a lecturer at an Islamic High school environment (STAI) Ibnu Sina Batam. The validity of the instrument is determined by the validity of the item and the person. Instruments Questionnaire given to 34 people. The number of logit items from the MEAN and SD. In view of the value of the person whose value reliability of 0.78 and 0.89 reliability item can be concluded that the consistency of the answers of the respondents on a nice and quality than on items in the instrument of social competence good lecturer. The instrument is built and developed meet the characteristics of an appropriate instrument with the rasch model as an instrument of performance appraisal of social competence perceptual lecturer

Keywords: Instruments, Lecturer, Social competence, Validation

A. INTRODUCTION

Human resource development should be viewed as part of the needs of the community and not solely the interests of the State. Development should imply that man is placed at the position of the perpetrator and the beneficiaries of the process of finding a settlement and achieve development results for himself and his environment in a broader sense. Thus, lecturers should be able to improve quality and standalone in addressing the problems facing it, either individually or in a group. Need to realize that shared responsibility for the development of education as a social process is located on the individuals and groups concerned. Refer to the scope of the engagement party and college lecturer, then in development education, lecturers should be included starting from the process of planning, implementation, outcomes and utilization of his. On the other hand, in educational institutions especially universities cannot be disclaimed warranties that lecturers took part in the achievement of the objectives. Expected lecturer capable of achieving the accomplishments it works. The lecturer is one of the essential components in a system of education in college.

As social creatures, living the life of a college professor in a college environment. Professors are required to engage with the elements forming in College as a student in the class, my colleague, an employee of the College, as well as the community either involved directly or indirectly against a college professor. In carrying out the task of Tridharma College, professors can not be detached from all the elements forming the College. How does a lecturer can take place in social life becomes a factor achievement performance of a lecturer. The ability of a lecturer in the social lives depend heavily on social competence.

A college professor who is one of the conditions of the competent for the College in achieving the objectives of the organization. Competence of the lecturers are the knowledge, skills and attitudes that can increase a person's effectiveness in completing his work. Indicators used in measuring competencies competency is a Professor of pedagogy, professional competence, and social competence.

On the research this time, researchers looked at performance of a lecturer based on social competence. In performing the Tridharma College, a College Professor can not be separated from social competence. The attitude in presenting opinions and dare to accept criticism is a capability that must be owned by a college professor. The lecturer who has social competence is providing service to the community. The Ministry became a major factor because education organization is an organization that provides educational services to communities through students.

According to Handoko (2010) workers working with productive or not depends on the motivation, job satisfaction, stress, physical state, waging system work, design work, and economic aspects, technical and other treatment. Employees who have job satisfaction. High organizational commitment turned out to be very influential on Organizational Citizenship Behavior (Mutiarni, R., & Hidayati, N. (2018)

Management of college education institution in this College party may need to constantly pay attention to job satisfaction. According to Handoko (2010) because it affects the stages of labor turnover, absenteeism, morale, complain, and problems of management of other vital. In the achievement of the objectives could not be done easily. This is due to a variety of problems and barriers encountered in efforts towards the achievement of the objectives.

In the current era of globalization that is marked with the increasing development of science and technology is so rapid and intense competition requires humans to continue to innovate in order to follow the development of increasingly advanced ages. One of the main factors in the face of such developments is to enhance the human resources (HR). To realize it can be utilized resources of the existing source that has the ability in the face of the age that the more developed and developing. Aware of the importance of human resources so that it needs to be better implementation and develop the knowledge, skills, abilities, and competency.

Many factors can lead to human resources have a superior achievement one IE competencies possessed. Competence possessed by every employee is the driving factor in the success of an organization. Organizations need to sort out employees who have the appropriate competence by skill level, knowledge work as employees. In addition in an attempt to improve performance or attainment of yield better performance with sorting out employees who have high competence accompanied by implementing knowledge management.

Knowledge management is also a very vital potential for the Organization in improving the ability of employees and improve the performance of the institution. Knowledge owned by the employees is the most important asset for the Organization to build innovation and maximum goal achievement. Therefore, agencies need to manage College all the knowledge that had been owned and develop it on an ongoing basis. Precision measuring instrument used to measure performance in this regard is social competence gives the images according to what you want to accomplish in the measurement.

Based on the description, the authors are interested in doing research on "development and validation of an instrument for Social Competence Perceptual Lecturer At The High School Of Islam Ibn Sina Batam City With Rasch Models". Limitation problem in this research is limited to the validity and reliability of social competency assessment instruments perceptual lecturer with the Rasch Model.

Formulation of the problem in this research, how the model instrument of social competency assessment lecturer built that meets the Rasch measurement Model?. Whereas the aim of this research is aimed at producing a social competency assessment instrument is a lecturer who had a convincing measurement precision that meets Measurement Rasch Model.

B. LITERATURE REVIEW

Performance is the level of achievement of results the implementation of specific tasks (Payaman Simanjuntak, 2005). Rivai & Basri (2005) argues that: the performance is the result or the person's overall success rate during a certain period in comparison with the task of implementing the results of possibilities, such as the standard work, targets or goals or the criteria determined in advance and agreed with. Performance assessment generally includes both qualitative as well as quantitative aspects of the implementation of the work performance.

According to Mathis (2006) factors affecting the performance of employees, namely the ability of the employee to the work, the level of effort that was poured out, and support organizations that he received. With respect to management functions, human resources management activities should be developed, evaluated, and modified if necessary so that they can contribute to the competitive performance of organizations and individuals in the workplace.

Mathis & Jackson (2006), defines that the performance is basically what it does and does not do the employees. While according to Robbins (2006) performance is the result or the person's overall success rate during a certain period in comparison with the task of carrying out a wide range of possibilities, such as the standard of work, target/goals or criteria. Employee performance includes variables related to inputs, behavior (process), Output and outcomes (add value/impact).

Robbins & Judge (2007) describes "the concept of Competence as a combination of talent and abilities (aptitude) (ability). Talent show the capability to learn something, to its potential. The ability to refer to an individual's capacity to work on various tasks in the job, ability built by knowledge and skills. Competence is a fundamental characteristic of a person (individual) that affect the way of thinking and acting, making a generalization to all situations encountered as well as survive long enough in the human self (Ruky, 2006).

Competence in relation to performance can be classified in two groups (Ruky, 2006), namely competence threshold (threshold competencies) that the minimum criteria must be met in order that the office holder can work effectively and competence criterion (differentiating competencies) that criteria differentiates people who achieve superior performance and those whose performance is average.

Competence as a person's ability to generate satisfactory ratings on at work, also showed the character of knowledge and proficiency that is owned or required by each individual who gives the ability to the workers for perform their duties and responsibilities effectively and improve standards of professional qualities in the job. (Samsudin, 2006).

The competence of the work is the result of work in the qualities and kuantiti achieved by someone in the worker do his job with responsibility given to him (Mangkunegara, 2011). Work competence is an important part of the whole process of the activity of the worker concerned. The importance of competence to work rationally applied objectively have two interests, the interests of the employees concerned and the interests of organizations (Sondang, 2010).

Robbins & Judge (2007) intellectual ability has 7 dimensions: Numerical Intelligence, Verbal Comprehension, Perceptual Speed, inductive reasoning, deductive reasoning, Spatial Visualization, memories. Performance measurement a lecturer of Islamic high schools (STAI) Ibnu Sina Batam based on the perception of lecturers is done by evaluating the necessary social competence in practice, education, research and community services in accordance with the references to the relevant literature (Director General of higher education, 2010).

Based on the framework of the feasibility of Malaysia (KKM) (Sharifah Hapsah, 2005) has produced nine invalid constructs the generic skills, namely;

1. communication skills,
2. leadership,
3. teamwork,
4. lifelong learning and management information,
5. critical thinking and problem solving,
6. ethical,
7. moral and professional,
8. administrators, entrepreneurs and social responsibility (Siti Rahayah & Nor Azaheen, 2009).

To determine the validity and reliability of the instrument, one study has been done to 194 students. This student is graded by 17 lecturers Appraisers. Observation assessment was conducted for three months. Each student is assessed by three lecturers, assessors using the evaluation plan has been established to meet the Model PRPF. Lecturer appraisers then fill the instrument based on the observations made. The findings of the research are then analyzed using software Facets 3.64.0 (Linacre, 2008) to ensure that the instrument has a validity and reliability aspects of students and lecturer, item appraisers (Ariffin, et al, 2010).

C. RESEARCH METHODS

In doing a research, one of the things that's important is devising a research design. Type of this research is quantitative descriptive research. According to Sugiyono (2014), included in the descriptive statistics include the presentation of data through tables, graphs, pie charts, pictogram, the calculation mode, median, mean (measurement of central tendency), computations deciles, percentile, calculation the dissemination of data through the calculation of the average and standard deviation, percentage calculation. This research was carried out in a high school Religion Islamic (STAI) Ibnu Sina Batam is located at JL. Teuku Umar, Pelita, Batam.

The population of the region is the generalization consists of: the object/subject who has certain qualities and characteristics set by the researchers to learn and then drawn the conclusion (Sugiyono, 2014). According to Sugiyono (2014) samples is part of the number and characteristics of which are owned by the population. In this study researchers using the technique of the overall census population members serve as samples. So the sample in this research is a full lecturer of islamic religious high school (STAI) Ibnu Sina Batam totalling 34 people. So in this study population is a sample, consisting of a lecturer with a population of as many as 34 lecturer at STAI Ibnu Sina Batam. Lecturers from different background education level. All lecturers participated voluntarily in charging the previous questionnaire and get a description of the purpose of the research provided by the researchers.

The variable in this study is social competence. Social competence required in the practice of education, research and community services in accordance with the relevant literature, reference item of the instrument in this study are as follows:

1. The ability to convey opinions
2. The ability of accepting criticism
3. The capability of accepting a suggestion
4. The ability accept the opinions of others
5. The ability to make the work of public service
6. Carry out a public service
7. Give community service
8. Know well students follow a college
9. Give training, extension and upgrading to the community
10. easy to get along with colleagues
11. easy mingling among employees
12. the tolerance of diversity student

(Adaptation of the Directorate General of higher education, 2010).

This research uses a quantitative approach, the data obtained by using a questionnaire developed by researchers with the respondent is lecturer at the high school of Islamic (STAI)

Ibnu Sina Batam city. The instrument used was a questionnaire consisting of twelve fruit items that constitute the social competence of the lecturers are assessed. Respondents give answers on each item in the form of semantic differential with options given seven answers. Answers of the respondents viewed from the trend are the answers of respondents tend to move to the left-most columns or to the right-most column, which dispute the competency of social good or bad on every item.

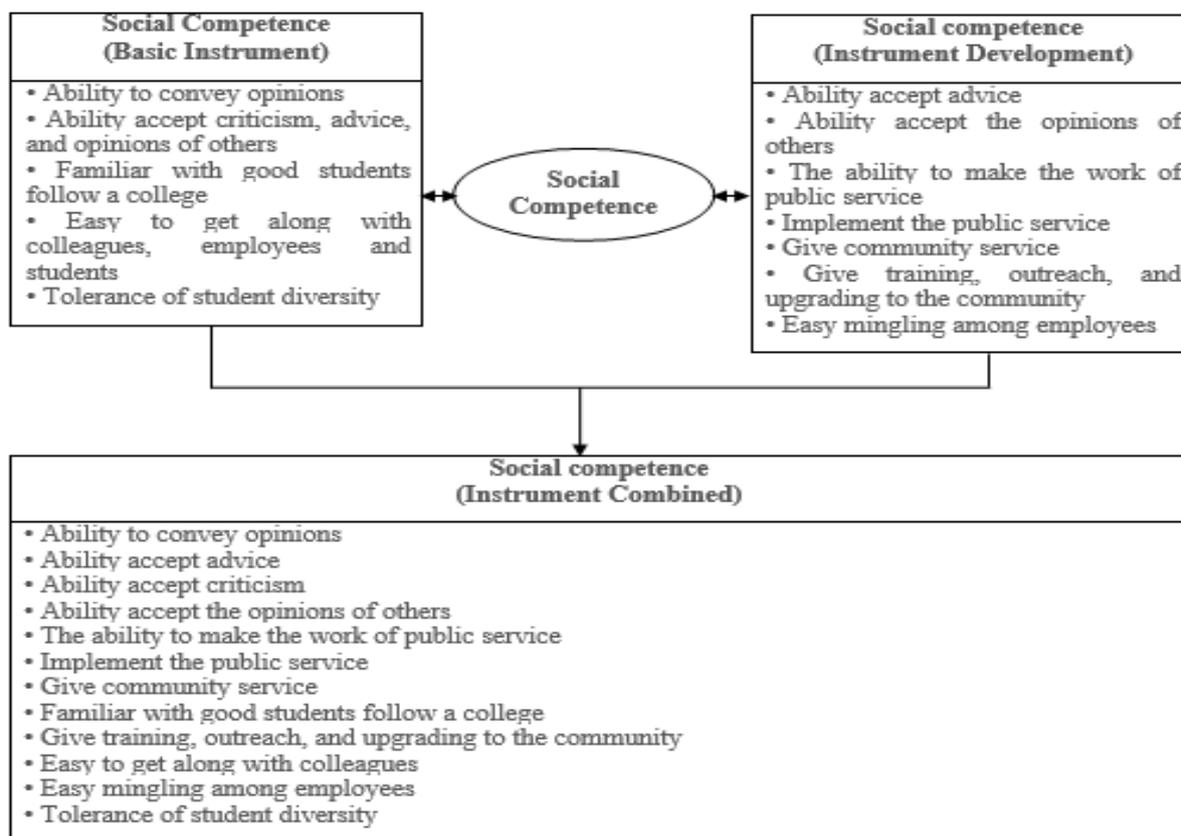


Figure 1. The Model Research of Social Competence Instrument

source: (Adaptation of the Directorate General of higher education, 2010).

Data analysis for testing instrument using the software (software) analysis model Rasch i.e. Winsteps version 3.73. Georg Rasch analysis of models developed a theory of response of grain (or Item Response Theory, IRT) in 1960, which was later popularized by Ben Wright (Linacre, 2011). With the raw data in the form of the data of the dichotomy (in the form of right and wrong) that indicates the ability of the students, Rasch formulate this into one model that connects students and aitem (Sumintono & Widhiarso, 2013). Rasch model analysis produce statistical analysis of conformity (fit statistics) that provides information on researchers does the data obtained is indeed ideally illustrates that people who have the ability to provide high pattern answers to items in accordance with the level of difficulty. The parameters used are infit and outfit of the central square (mean square) and the standardized (*standardized* values).

According to Sumintono and Widhiarso (2013), infit (inlier sensitive information or weighted fit) is the sensitivity pattern of response to the item target on the respondent (person) or otherwise; While the outfit (an outlier sensitive fit) measures the sensitivity pattern of response to an item with a particular level of difficulty on the respondent or otherwise.

In the analysis at the level of an instrument with software Winsteps (Linacre, 2011), when data in accordance with the model number, the value of Rasch squares (mean square) is 1.0 while the value standardized (*Z-standardized* values) is 0.0. While at the level of each item or respondents, then the parameters that indicate suitability or not According, there are three criteria that must be met, namely:

Point Measure Correlation (x): $0.32 < x < 0.8$

Outfit Mean Square (y): $0.5 < y < 1.5$

Outfit Z standard (z): $-2.0 < z < +2.0$

In the context of testing these items, then an item that doesn't match (misfit) is an item that is too easy (logit values too negative) or very difficult (logit values positive large) from the pattern of answers respondents provided; or the value of the three criteria that result from the analysis with the software indicates that the item is not qualified, that indicates the item is not measuring the characteristics of the desired properties (Sumintono & Widhiarso, 2013).

Construction of the instrument is performed according the basic procedure that involves 10 steps are divided into three stages, namely the stage of design, construction and confirmation. In the design phase, the researchers divided into four steps, namely the instrument's development goals, determine the content of the instrument, provide definitions and build a table of specifications of the instrument. At this stage of construction, researchers divide it into three steps, namely, writing items, the judgment of the panel of experts and the revision of the item. For the confirmation stage, there are three steps, namely research, pioneered the analysis of reliability and validity and repair items (Cohen & Swerdlik, 2005; Downing, 2006; Gregory, 2007).

Statistical models used in this study is one of the Model Measurement Rasch. The construction of Model PRPF has developed the potential to examine the effects of the different sources for change that exists in the context of the performance appraisal. This allows an assessment of the nature of such a subjective assessment of the performance of this produce a judgment that is objective. This model provides a framework for generating a fair measurement to the ability of a candidate so that did not change in terms of statistics in relation against various facets involved in performance assessment.

PRPF produced a framework for examining the psychometric quality, reliability and validity assessment against the abilities gained from the use of the resulting instrument which involves various facets. The use of this PRPF has begun widespread, especially in assessments involving various facets. The selection of the measurement model is also due to the awareness of researchers will be the nature of the appraisers that have different firmness when evaluating the lecturer.

D. RESULTS AND DISCUSSION

From the collection of research data that is run, the following data were obtained based on the respondent's gender, and can be seen in table 1 as follows

Table 1. Respondent based on Gender

Gender	The number of respondents
Man	16
Women	18
Total	34

From table 1 it can be explained that the number of male respondents totaled 16 respondents and 18 respondents amounted to women. Following the results of the assessment of the respondent against aspects of the instrument item as follows:

Table 2. KS 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Very Good	5	14.7	14.7
	Not Good	16	47.1	61.8
	Regular	11	32.4	94.1
	Good	1	2.9	97.1
	Very Good	1	2.9	100.0
	Total	34	100.0	100.0

Sources: the results of the data processed with SPSS

Table 2 indicates that the respondent's assessment against the rated aspect for KS1, isn't very good (14.7%), not good (47.1%), ordinary (32.4%), good (2.9%), very good (2.9%).

Table 3. KS 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Very Good	3	8.8	8.8
	Not Good	6	17.6	26.5
	Regular	14	41.2	67.6
	Good	9	26.5	94.1
	Very Good	2	5.9	100.0
	Total	34	100.0	100.0

Sources: the results of the data processed with SPSS

Table 3 indicates that the respondent's assessment against the rated aspect for KS2, 8.8% (not very good), 17.6% (not good), 41.2% (regular), 26.5% (good), 5.9% (very good).

Table 4. KS 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Very Good	3	8.8	8.8
	Not Good	10	29.4	38.2
	Regular	17	50.0	88.2
	Good	2	5.9	94.1
	Very Good	2	5.9	100.0
	Total	34	100.0	100.0

Sources: the results of the data processed with SPSS

Table 4 indicates that the respondent's assessment against the rated aspect for KS3, 8.8% (not very good), 29.4% (not good), 50.0% (regular), 5.9% (good), 5.9% (very good).

Table 5. KS 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Good	3	8.8	8.8
	Regular	16	47.1	55.9
	Good	12	35.3	91.2
	Very Good	3	8.8	100.0
	Total	34	100.0	100.0

Sources: the results of the data processed with SPSS

Table 5 shows that the respondent's assessment against the rated aspect for KS3, 8.8% (not good), 47.1% (regular), 35.3% (good), 8.8% (very good).

Tabel 6. KS 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Not Very Good	6	17.6	17.6	17.6
Not Good	13	38.2	38.2	55.9
Valid Regular	12	35.3	35.3	91.2
Good	3	8.8	8.8	100.0
Total	34	100.0	100.0	

Sources: the results of the data processed with SPSS

Table 6 shows that the respondent's assessment against the rated aspect for KS5, 17.6% (not very good), 38.2% (not good), 35.3% (regular), 8.8% (good).

Table 7. KS 6

	Frequency	Percent	Valid Percent	Cumulative Percent
Not Very Good	1	2.9	2.9	2.9
Not Good	17	50.0	50.0	52.9
Valid Regular	13	38.2	38.2	91.2
Good	3	8.8	8.8	100.0
Total	34	100.0	100.0	

Sources: the results of the data processed with SPSS

Table 7 shows that the respondent's assessment against the rated aspect to KS6, 2.9% (not very good), 50.0% (not good), 38.2% (regular), 8.8% (good).

Table 8. KS 7

	Frequency	Percent	Valid Percent	Cumulative Percent
Not Very Good	1	2.9	2.9	2.9
Not Good	9	26.5	26.5	29.4
Valid Regular	12	35.3	35.3	64.7
Good	9	26.5	26.5	91.2
Very Good	3	8.8	8.8	100.0
Total	34	100.0	100.0	

Sources: the results of the data processed with SPSS

Table 8 indicates that the respondent's assessment against the rated aspect for KS7, 2.9% (not very good), 26.5% (not good), 35.3% (regular), 26.5% (good), 8.8% (very good).

Table 9. KS 8

	Frequency	Percent	Valid Percent	Cumulative Percent
Not Very Good	1	2.9	2.9	2.9
Not Good	8	23.5	23.5	26.5
Valid Regular	13	38.2	38.2	64.7
Good	10	29.4	29.4	94.1
Very Good	2	5.9	5.9	100.0
Total	34	100.0	100.0	

Sources: the results of the data processed with SPSS

Table 9 shows that the respondent's assessment against the rated aspect to KS8, 2.9% (not very good), 23.5% (not good), 38.2% (regular), 29.4% (good), 5.9% (very good).

Table 10. KS 9

	Frequency	Percent	Valid Percent	Cumulative Percent
	Not Good	6	17.6	17.6
	Regular	10	29.4	47.1
Valid	Good	15	44.1	91.2
	Very Good	3	8.8	100.0
	Total	34	100.0	100.0

Sources: the results of the data processed with SPSS

Table 10 shows that the respondent's assessment against the rated aspect to KS9, 17.6% (not very good), 29.4% (not good), 44.1% (good), 8.8% (very good).

Table 11. KS 10

	Frequency	Percent	Valid Percent	Cumulative Percent
	Not Very Good	2	5.9	5.9
	Not Good	4	11.8	17.6
Valid	Regular	14	41.2	58.8
	Good	12	35.3	94.1
	Very Good	2	5.9	100.0
	Total	34	100.0	100.0

Sources: the results of the data processed with SPSS

Table 11 shows that the respondent's assessment against the rated aspect for KS10, 8.8% (not very good), 11.8% (not good), 41.2% (regular), 35.3% (good), 5.9% (very good).

Table 12. KS 11

	Frequency	Percent	Valid Percent	Cumulative Percent
	Not Very Good	2	5.9	5.9
	Not Good	7	20.6	26.5
Valid	Regular	17	50.0	76.5
	Good	7	20.6	97.1
	Very Good	1	2.9	100.0
	Total	34	100.0	100.0

Sources: the results of the data processed with SPSS

Table 12 shows that the respondent's assessment against the rated aspect to KS11, 5.9% (not very good), 20.6% (not good), 50.0% (regular), 20.6% (good), 2.9% (very good).

Table 13. KS 12

	Frequency	Percent	Valid Percent	Cumulative Percent
	Not Good	1	2.9	2.9
	Regular	18	52.9	55.9
Valid	Good	11	32.4	88.2
	Very Good	4	11.8	100.0
	Total	34	100.0	100.0

Sources: the results of the data processed with SPSS

Table 13 shows that the respondent's assessment against the rated aspect to KS12, 2.9% (not good), 52.9% (regular), 32.4% (good), 11.8% (very good). The result of the data acquired and processed with the Rasch Model is;

Table 14. Item Statistics Measure Order

Item STATISTICS: MEASURE ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S. E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD	PTMEASUR-CORR.	AL-EXP.	EXACT OBS%	MATCH EXP%	Item
1	79	34	1.26	.24	.80	-.9	.79	-.9	.68	.59	52.9	51.5	K1
5	80	34	1.20	.24	1.42	1.7	1.41	1.7	.34	.59	55.9	51.1	K5
6	86	34	.86	.24	.88	-.4	.88	-.5	.41	.59	47.1	50.2	K6
3	92	34	.52	.24	.83	-.7	.83	-.7	.72	.59	52.9	49.6	K3
11	100	34	.08	.24	.85	-.6	.85	-.6	.64	.58	64.7	50.6	K11
2	103	34	-.09	.24	1.32	1.3	1.31	1.3	.58	.58	55.9	50.9	K2
7	106	34	-.26	.24	.84	-.6	.84	-.6	.79	.58	50.0	51.7	K7
8	106	34	-.26	.24	.69	-1.4	.69	-1.4	.80	.58	52.9	51.7	K8
10	110	34	-.49	.24	1.36	1.4	1.35	1.4	.47	.58	52.9	52.2	K10
4	117	34	-.89	.24	1.12	.6	1.11	.5	.38	.57	52.9	51.8	K4
9	117	34	-.89	.24	1.17	.8	1.22	1.0	.49	.57	55.9	51.8	K9
12	120	34	-1.06	.24	.66	-1.6	.68	-1.4	.62	.56	64.7	51.4	K12
MEAN	101.3	34.0	.00	.24	1.00	.0	1.00	.0			54.9	51.2	
P. SD	13.7	.0	.77	.00	.26	1.1	.26	1.1			5.0	.7	

source: the data is processed with the Rasch Model

Measure = item, logit values for item K1 + 1.26 logit shows this is the most difficult item approved by the respondents in a given competency instrument; Whereas item k12 with 1.06 logit is the easiest items approved.

Table 15. Person Statistics Measure Order

Person STATISTICS: MEASURE ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S. E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD	PTMEASUR-CORR.	AL-EXP.	EXACT OBS%	MATCH EXP%	Person
12	53	12	2.95	.48	2.98	3.4	2.27	2.4	.60	.44	58.3	58.7	12
18	47	12	1.77	.42	2.86	3.4	3.03	3.7	.01	.48	8.3	50.5	18
15	45	12	1.42	.41	.23	-2.9	.22	-2.9	.66	.49	91.7	52.1	15
16	44	12	1.26	.41	.33	-2.2	.34	-2.2	.56	.49	83.3	52.4	16
28	43	12	1.10	.40	.48	-1.5	.48	-1.5	.40	.49	75.0	52.1	28
19	42	12	.93	.40	2.30	2.6	2.30	2.6	.41	.49	33.3	51.4	19
1	40	12	.62	.40	.44	-1.7	.44	-1.7	.81	.49	50.0	50.3	01
4	40	12	.62	.40	.54	-1.3	.54	-1.3	.72	.49	50.0	50.3	04
10	40	12	.62	.40	.79	-.4	.80	-.4	.83	.49	33.3	50.3	10
27	40	12	.62	.40	.58	-1.1	.58	-1.1	.50	.49	75.0	50.3	27
13	38	12	.30	.40	2.61	3.0	2.61	3.0	.54	.49	33.3	49.6	13
14	38	12	.30	.40	.64	-.9	.64	-.9	.71	.49	66.7	49.6	14
8	37	12	.14	.40	1.18	.6	1.18	.6	.19	.49	41.7	49.6	08
3	36	12	-.01	.40	.86	-.2	.86	-.2	.57	.49	25.0	49.9	03
26	36	12	-.01	.40	.46	-1.6	.46	-1.6	.55	.49	58.3	49.9	26
20	35	12	-.17	.40	1.00	.1	.99	.1	.54	.49	58.3	50.6	20
23	35	12	-.17	.40	.26	-2.6	.26	-2.6	.47	.49	83.3	50.6	23
5	34	12	-.33	.40	.31	-2.3	.31	-2.3	.85	.49	75.0	51.5	05
24	34	12	-.33	.40	1.46	1.1	1.45	1.1	.61	.49	41.7	51.5	24
34	34	12	-.33	.40	.60	-1.0	.60	-1.1	.35	.49	58.3	51.5	34
11	33	12	-.49	.40	.63	-.9	.63	-.9	.39	.49	58.3	52.0	11
25	33	12	-.49	.40	.84	-.3	.84	-.3	.42	.49	41.7	52.0	25
29	33	12	-.49	.40	.30	-2.3	.30	-2.3	.55	.49	75.0	52.0	29
33	33	12	-.49	.40	1.45	1.1	1.45	1.1	.51	.49	33.3	52.0	33
6	32	12	-.64	.40	.89	-.1	.89	-.1	.17	.49	75.0	52.0	06
7	32	12	-.64	.40	.89	-.1	.89	-.1	.17	.49	66.7	52.3	07
17	32	12	-.64	.40	.56	-1.2	.57	-1.2	.70	.49	66.7	52.3	17
2	31	12	-.80	.40	2.36	2.6	2.34	2.6	.19	.49	33.3	51.9	02
21	30	12	-.96	.40	1.69	1.6	1.67	1.6	.72	.49	33.3	51.2	21
30	30	12	-.96	.40	1.15	.9	1.14	.9	.62	.49	33.3	51.2	30
32	29	12	-1.12	.40	.45	-1.7	.44	-1.7	.44	.49	58.3	50.3	32
9	28	12	-1.28	.40	.92	-.1	.89	-.2	.60	.49	66.7	49.6	09
31	25	12	-1.78	.41	.30	-2.5	.31	-2.4	.35	.47	75.0	49.2	31
22	24	12	-1.95	.42	1.26	-.8	1.19	-.6	.72	.47	50.0	50.7	22
MEAN	35.8	12.0	-.04	.40	1.02	-.2	1.00	-.3			54.9	51.2	
P. SD	6.1	.0	1.00	.02	.76	1.8	.73	1.7			19.5	1.6	

source: the data is processed with the Rasch Model

Measure logit = value person, for respondents 12 with + 2.95 logit shows respondents who got the highest competence in comparison to other tendencies (more answered agree and strongly agree in a given competency questionnaire); the respondent number 22 with the 1.95-logit showed that many respondents answered towards disagree and strongly disagree from the competency instrument items.

Table 16. Item Statistics Misfit Order

Item STATISTICS: MISFIT ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S. E.	INFIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD	PTMEASUR-CORR.	AL-EXP.	EXACT OBS%	MATCH EXP%	Item
5	80	34	1.20	.24	1.42	1.7	1.41	1.7	A .34	.59	55.9	51.1	K5
10	110	34	-.49	.24	1.36	1.4	1.35	1.4	B .47	.58	52.9	52.2	K10
2	103	34	-.09	.24	1.32	1.3	1.31	1.3	C .58	.58	55.9	50.9	K2
9	117	34	-.89	.24	1.17	.8	1.22	1.0	D .49	.57	55.9	51.8	K9
4	117	34	-.89	.24	1.12	.6	1.11	.5	E .38	.57	52.9	51.8	K4
6	86	34	.86	.24	.88	-.4	.88	-.5	F .41	.59	47.1	50.2	K6
11	100	34	.08	.24	.85	-.6	.85	-.6	f .64	.58	64.7	50.6	K11
7	106	34	-.26	.24	.84	-.6	.84	-.6	e .79	.58	50.0	51.7	K7
3	92	34	.52	.24	.83	-.7	.83	-.7	d .72	.59	52.9	49.6	K3
1	79	34	1.26	.24	.80	-.9	.79	-.9	c .68	.59	52.9	51.5	K1
8	106	34	-.26	.24	.69	-1.4	.69	-1.4	b .80	.58	52.9	51.7	K8
12	120	34	-1.06	.24	.66	-1.6	.68	-1.4	a .62	.56	64.7	51.4	K12
MEAN	101.3	34.0	.00	.24	1.00	.0	1.00	.0			54.9	51.2	
P. SD	13.7	.0	.77	.00	.26	1.1	.26	1.1			5.0	.7	

source: the data is processed with the Rasch Model

To check for secure fit and misfit items could be used as the value of each item MNSQ INFIT; average value and standard deviation added then compared, logit values greater than the value of the indicated item misfit. The number of logit items from the MEAN and SD: $0.26 + 1.00 = + 1.26$ of the criteria is the value of a larger MNSQ INFIT; K5 (+ 1.42), K10 (+ 1.36), K2 (+ 1.32).

Table 17. Person Statistics Misfit Order

Person STATISTICS: MISFIT ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S. E.	INFIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD	PTMEASUR-CORR.	AL-EXP.	EXACT OBS%	MATCH EXP%	Person
18	47	12	1.77	.42	2.86	3.4	3.03	3.7	A .01	.48	8.3	50.5	18
12	53	12	2.95	.48	2.98	3.4	2.27	2.4	B .60	.44	58.3	58.7	12
13	38	12	.30	.40	2.61	3.0	2.61	3.0	C .54	.49	33.3	49.6	13
2	31	12	-.80	.40	2.36	2.6	2.34	2.6	D .19	.49	33.3	51.9	02
19	42	12	.93	.40	2.30	2.6	2.30	2.6	E .41	.49	33.3	51.4	19
21	30	12	-.96	.40	1.69	1.6	1.67	1.6	F .72	.49	33.3	51.2	21
24	34	12	-.33	.40	1.46	1.1	1.45	1.1	G .61	.49	41.7	51.5	24
33	33	12	-.49	.40	1.45	1.1	1.45	1.1	H .51	.49	33.3	52.0	33
22	24	12	-1.95	.42	1.26	.8	1.19	.6	I .72	.47	50.0	50.7	22
8	37	12	.14	.40	1.18	.6	1.18	.6	J .19	.49	41.7	49.6	08
30	30	12	-.96	.40	1.15	.5	1.14	.5	K .62	.49	33.3	51.2	30
20	35	12	-.17	.40	1.00	.1	.99	.1	L .54	.49	58.3	50.6	20
9	28	12	-1.28	.40	.92	-.1	.89	-.2	M .60	.49	66.7	49.6	09
6	32	12	-.64	.40	.89	-.1	.89	-.1	N .17	.49	75.0	52.3	06
7	32	12	-.64	.40	.89	-.1	.89	-.1	O .17	.49	66.7	52.3	07
3	36	12	-.01	.40	.86	-.2	.86	-.2	P .57	.49	25.0	49.9	03
25	33	12	-.49	.40	.84	-.3	.84	-.3	Q .42	.49	41.7	52.0	25
10	40	12	.62	.40	.79	-.4	.80	-.4	q .83	.49	33.3	50.3	10
14	38	12	.30	.40	.64	-.9	.64	-.9	p .71	.49	66.7	49.6	14
11	33	12	-.49	.40	.63	-.9	.63	-.9	o .39	.49	58.3	52.0	11
34	34	12	-.33	.40	.60	-1.0	.60	-1.1	n .35	.49	58.3	51.5	34
27	40	12	.62	.40	.58	-1.1	.58	-1.1	m .50	.49	75.0	50.3	27
17	32	12	-.64	.40	.56	-1.2	.57	-1.2	l .70	.49	66.7	52.3	17
4	40	12	.62	.40	.54	-1.3	.54	-1.3	k .72	.49	50.0	50.3	04
28	43	12	1.10	.40	.48	-1.5	.48	-1.5	j .40	.49	75.0	52.1	28
26	36	12	-.01	.40	.46	-1.6	.46	-1.6	i .55	.49	58.3	49.9	26
32	29	12	-1.12	.40	.45	-1.7	.44	-1.7	h .44	.49	58.3	50.3	32
1	40	12	.62	.40	.44	-1.7	.44	-1.7	g .81	.49	50.0	50.3	01
16	44	12	1.26	.41	.33	-2.2	.34	-2.2	f .56	.49	83.3	52.4	16
5	34	12	-.33	.40	.31	-2.3	.31	-2.3	e .85	.49	75.0	51.5	05
31	25	12	-1.78	.41	.30	-2.5	.31	-2.4	d .35	.47	75.0	49.2	31
29	33	12	-.49	.40	.30	-2.3	.30	-2.3	c .55	.49	75.0	52.0	29
23	35	12	-.17	.40	.26	-2.6	.26	-2.6	b .47	.49	83.3	50.6	23
15	45	12	1.42	.41	.23	-2.9	.22	-2.9	a .66	.49	91.7	52.1	15
MEAN	35.8	12.0	-.04	.40	1.02	-.2	1.00	-.3			54.9	51.2	
P. SD	6.1	.0	1.00	.02	.76	1.8	.73	1.7			19.5	1.6	

source: the data is processed with the Rasch Model

To check for secure fit and misfit items could be used as the value of MNSQ INFIT of every person; average value and standard deviation added then compared, logit values greater than the value of the indicated person misfit. The number of logit items from the MEAN and

SD: $1.02 + 0.76 = + 1.78$ then these five criteria of respondents with the highest INFIT MNSQ larger; 18 (+ 2.86), 12 (+ 2.98), 13 (+ 2.61), 02 (+ 2.36), 19 (+ 2.30).

Table 6. Summary Statistics Measure Person and Measure Item

SUMMARY OF 34 MEASURED Person								
	TOTAL SCORE	COUNT	MEASURE	MODEL S. E.	INFIT		OUTFIT	
					MNSQ	ZSTD	MNSQ	ZSTD
MEAN	35.8	12.0	-.04	.40	1.02	-.2	1.00	-.3
P. SD	6.1	.0	1.00	.02	.76	1.8	.73	1.7
S. SD	6.2	.0	1.02	.02	.78	1.8	.74	1.7
MAX.	53.0	12.0	2.95	.48	2.98	3.4	3.03	3.7
MIN.	24.0	12.0	-1.95	.40	.23	-2.9	.22	-2.9
REAL RMSE	.46	TRUE SD	.89	SEPARATION	1.91	Person	RELIABILITY	.78
MODEL RMSE	.40	TRUE SD	.92	SEPARATION	2.27	Person	RELIABILITY	.84
S. E. OF Person MEAN = .17								
Person RAW SCORE-TO-MEASURE CORRELATION = 1.00								
CRONBACH ALPHA (KR-20) Person RAW SCORE "TEST" RELIABILITY = .82 SEM = 2.59								
SUMMARY OF 12 MEASURED Item								
	TOTAL SCORE	COUNT	MEASURE	MODEL S. E.	INFIT		OUTFIT	
					MNSQ	ZSTD	MNSQ	ZSTD
MEAN	101.3	34.0	.00	.24	1.00	.0	1.00	.0
P. SD	13.7	.0	.77	.00	.26	1.1	.26	1.1
S. SD	14.3	.0	.81	.00	.27	1.1	.27	1.1
MAX.	120.0	34.0	1.26	.24	1.42	1.7	1.41	1.7
MIN.	79.0	34.0	-1.06	.24	.66	-1.6	.68	-1.4
REAL RMSE	.25	TRUE SD	.73	SEPARATION	2.89	Item	RELIABILITY	.89
MODEL RMSE	.24	TRUE SD	.73	SEPARATION	3.07	Item	RELIABILITY	.90
S. E. OF Item MEAN = .23								
Item RAW SCORE-TO-MEASURE CORRELATION = -1.00								
Global statistics: please see Table 44.								
LMEAN=.0000 USCALE=1.0000								

source: the data is processed with the Rasch Model

Summary Statistics provide information about the overall quality of the respondents as a whole, the quality of the instruments used as well as the interaction between the person and item.

1. Person measure = -0.04 logit shows the average value of the respondents in the instrument competence. The average value of the logit 0.0 indicates the tendency of respondents to answer many more agree on a statement on the various items.
2. The value of Cronbach alpha (measure of reliability, i.e. the interaction between person and item as a whole)
 - 0.5 <: bad
 - 0.5 – 0.6: Ugly
 - 0.6 – 0.7: simply
 - 0.7 – 0.8: nice
 - > 0.94: exceptional
3. The value of the Person and the item Reliability:
 - 0.67 <: Weak
 - 0.67 - 0.80: simply
 - 0.81 - 0.90: good
 - 0.91 - 0.94: nice
 - > 0.94: exceptional

Reliability of person (0.78) and the item reliability (0.89) it can be concluded that the consistency of the answers of the respondents is a nice and quality items in a nice instrument.
4. Other Data that could be MNSQ INFIT and OUTFIT is MNSQ to the average value of the person table sequentially is 1.02 and 1.00 value ideally is 1.00 (1.00 closer the better); ZSTD INFIT and OUTFIT to ZSTD, the average value in the table for person is (-0.2 and -0.3) that where the value 0.0 is ideally (getting closer to the value 0.0 then the quality the more good). Likewise for the chart item.

Grouping of person and item can be known from the value of separation. The greater the value of separation then the quality of the instrument in terms of overall respondents and items are getting a good deal. Other equations used are viewed in a more conscientious grouping called separation of strata: $H = [(SEPARATION \times 4) + 1]/3$ With the value of the person separation/1.91 then $H = [(4 \times 1.91) + 1]/3 = 2.88$. 2.88 figures rounded to 3, meaning there are three groups of respondents.

CONCLUSION

Person measure =-0.04 logit shows the average value of the respondents in the instrument competence. The average value is larger than the logit 0.0 indicates the tendency of respondents to answer many more agree on a statement on the various items. Reliability of person (0.78) and the item reliability (0.89) it can be concluded that the consistency of the answers of the respondents is a nice and quality items in a nice instrument. Other Data that could be MNSQ INFIT and OUTFIT is MNSQ to the average value of the person table sequentially is 1.02 and 1.00 value ideally is 1.00 (approaching 1.00 the better); ZSTD INFIT and OUTFIT to ZSTD, the average value in the table for person is 0.2-0.3 and-in which the value 0.0 is ideally (getting closer to the value 0.0 then the quality is getting better). Likewise for the chart item.

Grouping of person and item can be known from the value of separation. The greater the value of separation then the quality of the instrument in terms of overall respondents and items are getting a good deal. Other equations used are viewed in a more conscientious grouping called separation of strata: $H = [(4 \times SEPARATION)+1]/3$ With the value of the person separation (1.91) then $H = [(4 \times 1.91) + 1]/3 = 2.88$. 2.88 figures rounded to 3, meaning there are three groups of respondents. Overall aspects for assessment of social competence reasonably can be used to measure social competence.

Suggestions; The consistency of the answers of the respondents is a nice and quality items in a nice instrument. For the assessment of social competence of these aspects can be used and continue to be developed with attention to other aspects beyond the aspects used in this study, such as innovation and creative.

To test the quality of the instruments by using statistical analysis techniques other than of the Rasch Model, such as SPSS and SEM to find out the results of the comparison. Grouping of person and item there are three groups with a total of 34 respondents, for the next research can use a large number of samples.

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