



## EVALUATION OF LEARNING TO IMPROVE THE EFFICIENCY OF STUDENT ASSESSMENT AT THE SD/MI

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### Abstract

Assessment is an activity that is impossible to separate from learning activities in general. Without conducting an assessment, it is impossible for teachers to objectively assess and report student learning outcomes. Assessment of the results of the learning process is carried out by the teacher as an integral part of the process of learning activities. That is, assessment is inseparable in the preparation and implementation of learning. Assessment of learning processes and outcomes aims to assess the effectiveness and efficiency of teaching activities as material for the improvement and improvement of the program and its implementation. The methods used in this study are the critical analysis method and the literature method. The need for learning evaluation in order to increase student knowledge and have a very remarkable impact on the efficiency of the assessment to be given.

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### INTRODUCTION

Formal schools are examples of educational institutions that focus on academic intelligence factors although they do not necessarily ignore things of a spiritual or religious nature. It's just that the education system in formal schools does emphasize the achievement of students' achievements in terms of intellectual intelligence which ultimately boils down to various academic measures. In Law No. 20 of 2003 concerning the National Education System in Article 3, which states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life.

National education aims to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble

character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. According to Yuksel and Coskun inside (Lestari, Sugiono, & Yuniarti) Education has a very strategic role in building a nation to be capable of facing global competition. This is related to the process of mental and character building to become a good citizen and ready to work in order to increase the growth of the country.

To achieve this goal, education needs to make deliberate and planned efforts in choosing appropriate materials, strategies, and assessment techniques. These activities can be provided in the family environment, schools, communities, formal education and non-formal education. As one of the means of education, the school is an institution specifically designed for the teaching of students under the supervision of teachers, (Abdullah et al., 2020).

## **METHOD**

The methods used in this study are critical analysis methods and literature methods. The critical analytical method that the author refers to is an effort to select by summarizing and considering the problems that occur so that they can be reduced, repositioned, and presented systematically. Meanwhile, the literature method is a research method that is carried out by collecting, reading, recording library data and processing research materials.

## **RESULT**

Based on the results of the study, the assessment system of student learning outcomes in the aspect of assessment planning (antecedents) in general can be categorized as good. This is indicated by the average score obtained based on student questionnaires and teacher questionnaires of 2.93 out of a maximum score of 4. In the aspect of assessment planning, teachers have a good understanding of the guidelines of the grading system, make subject assessment grids, and assessment instruments in the form of tests and non-tests. In addition, the teacher has also explained well about the grading system used, material limitations on the implementation of exams, and the weighting of scores in the grading system. The assessment system of student learning outcomes in the aspects of implementing assessments (transactions) in general can be categorized as good. This is indicated by the average score obtained based on student questionnaires and teacher questionnaires of 3.11 out of a maximum score of 4. In the aspect of implementing the assessment, the teacher has carried out the assessment process properly in accordance with the assessment method in the classroom, especially in carrying out the assessment through a written test. The assessment system of student learning outcomes in the aspect of follow-up assessment results (outcomes) can generally be categorized as good. This is indicated by the average score obtained based on student questionnaires and teacher questionnaires of 2.82 out of a maximum score of 4. In the follow-up aspect, the results of the assessment of teachers have

carried out remedial activities very well, but are still not good in the implementation of enrichment activities, (Destiana et al., 2020).

## DISCUSSION

Assessment is an activity that is impossible to separate from learning activities in general. All learning activities carried out must always be followed or accompanied by assessment activities. It may be an unusual thing if there is a learning activity carried out by a teacher in the classroom without ever being followed by an assessment. Without conducting an assessment, we cannot possibly assess and report student learning outcomes objectively. Assessment of the results of the learning process is carried out by the teacher as an integral part of the process of learning activities. That is, assessment is inseparable in the preparation and implementation of learning. Assessment of learning processes and outcomes aims to assess the effectiveness and efficiency of teaching activities as material for the improvement and improvement of the program and its implementation. The objects and objectives of the assessment of learning processes and outcomes are the components of the learning system itself, both with regard to process inputs and with outputs, and all its dimensions, (Noviansah & Istiqomah, 2020).

Student assessment activities are an important and integral component in teaching and learning activities in schools. To obtain information about the achievement of the results of the learning process of learners in accordance with goals that have been set, then an assessment of learning outcomes is needed. According to Wahidmurni, an important function for educators in evaluating student learning is to provide feedback to students in

considers the effectiveness and efficiency of the learning process carried out, defines student learning assessment as various procedures for obtaining student learning information and determining decisions related to student performance or learning outcomes. Assessment of student learning outcomes is a teacher activity related to making decisions about the achievement of competencies or student learning outcomes during the learning process. This assessment of learning outcomes must meet the principle as expressed by Anderson namely, (1) meaningfulness, (2) transparency or openness (explicitness), (3) fairness (fairness), Student assessment data collected by teachers through procedures and assessment tools that are in accordance with the competencies that must be achieved by students or indicator indicators that have been determined to be assessed. Learning outcomes assessment tools can take advantage of today's evolving technology where the assessment of student learning outcomes will be faster using machines (computing), reaching all routine work (automation), and communication is carried out from anywhere and anytime, (Destiana et al., 2020).

The main purpose of education is to cultivate human beings in intellectual, emotional, and spiritual terms. In terms of its objectives, educational output should be able to produce human resources who have advantages both

intellectual, emotional and spiritual aspects. Education must be able to answer the challenges of the development of science and technology accompanied by the flow of information that is increasingly rapid development. Thus, education as a process in the development of people will face increasingly large and complex challenges in the future. These challenges require the implementation of education to improve quality and quantity, one of which is the implementation of education in Indonesia. In the era of globalization like today, education is no longer a social prestige, but rather refers to optimal self-development and the fulfillment of the needs of each individual in accordance with the patterns, tasks of his development, and the demands of the world of work and the life he will enter.

Meanwhile, the development of science and technology if not accompanied by adequate quality education will cause the quality of human resources of the Indonesian nation to experience a crisis from all fields, one of which is the field of education. Therefore, the demands for improving the quality and quantity of education must be balanced with the quality of teachers who must have the necessary competencies in teaching. One of the competencies that the teacher must curate is the pedagogic competence in which must master the aspect of learning evaluation, (Hidayat & Asyafara, 2019).

One aspect that has experienced development compared to the previous curriculum is assessment. In the 2013 Curriculum, assessment is regulated in the Minister of Education and Culture Number 66 of 2013 concerning Educational Assessment Standards including authentic assessment, self-assessment, portfolio-based assessment, daily test, midterm test, final test, competency level exam, competency level quality test, national examination and school / madrasah examination. This assessment is an assessment of learning outcomes carried out by educators, education units and the government. In the 2013 Curriculum, the assessment was more firm and thorough than the implementation of the assessment in the 2006 Curriculum. The implementation of the assessment in the 2013 Curriculum explicitly requests that teachers in schools be balanced in conducting assessments in three domain domains, namely cognitive, affective and psychomotor in accordance with their goals to be measured. The emphasis of a thorough assessment of all three aspects provides major changes compared to the previous curriculum, (Setiadi, 2016).

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