

Test Teacher Ability in Learning Evaluation in the Era of Independent Learning

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Abstrak

Salah satu konsep Merdeka belajar adalah memberikan kebebasan kepada guru untuk memfasilitasi pembelajaran yang menyenangkan dan bermakna. Guru harus mampu merencanakan, melaksanakan, dan mengevaluasi program pembelajaran secara mandiri. Di sekolah, guru memiliki peran dan faktor penentu dalam pencapaian tujuan pembelajaran, dan diperlukan tindakan penilaian untuk menentukan keberhasilan tujuan program pembelajaran. Fungsi evaluasi ini penting untuk mengevaluasi keberhasilan program dan mengambil keputusan. Oleh karena itu, guru harus mampu melakukan penilaian. Tujuan dari penelitian ini adalah misalnya. 1) memahami konsep evaluasi 2) menjelaskan kompetensi guru dalam melakukan evaluasi. Metode yang digunakan dalam penulisan majalah ini adalah kajian literatur, dimana data penelitian dari berbagai teori sastra diolah dan dianalisis, kemudian dideskripsikan sedemikian rupa sehingga menghasilkan hasil yang harus dipahami terlebih dahulu oleh guru dengan konsep evaluasi terlebih dahulu. Penekanan diberikan pada pengertian, tujuan, tugas pokok dan cara penilaian, sedangkan kualifikasi guru kegiatan penilaian meliputi keahlian dalam perencanaan program penilaian, desain program penilaian, pengembangan dan implementasi program penilaian, dan evaluasi program penilaian. Penilaian diri membutuhkan kemampuan untuk merencanakan, mengevaluasi, mengolah, melaporkan dan menggunakan data dari hasil penilaian.

Kata Kunci: *Kompetensi Guru, Evaluasi Pembelajaran, Merdeka Belajar.*

Abstract

One of the concepts of Freedom to learn is giving teachers Freedom to facilitate fun and meaningful learning. Teachers must be able to plan, implement, and evaluate learning programs independently. In schools, teachers have roles and determining factors in achieving learning objectives, and assessment measures are needed to determine the success of learning program objectives. This evaluation function is essential for evaluating program success and making decisions. Therefore, the teacher must be able to do the assessment. The aim of this research is, for example. 1) understand the concept of evaluation, 2) explain the competence of teachers in conducting evaluations. The method used in writing this magazine is a literature review, in which research data from various literary theories are processed and analyzed, then described in such a way as to produce results that must be understood first by the teacher with an evaluation concept. Emphasis is given to the meaning, objectives, main tasks, and assessment methods. In contrast, teacher qualifications for assessment activities include expertise in planning assessment programs, designing assessment programs, developing and implementing assessment programs, and evaluating assessment programs. Self-assessment requires planning, assessing, processing, reporting, and using data from the assessment results.

Keywords: *Teacher Competence, Learning Evaluation, Freedom of Learning.*

INTRODUCTION

Freedom of learning means allowing students to experience an exciting and fun environment and allowing teachers to design more educational learning (Pasaribu et al., 2022). In addition, it is also used by teachers to prepare an innovative and more fun lesson plan (Lase, 2020). Of course, if the learning atmosphere is pleasant, it can affect the interest in student learning outcomes (Prawidia & Khusna, 2021). In this concept, Freedom of learning is the meaning of a learning process that occurs because of the desire to learn by choosing education according to what is of interest (Wiryanto & Anggraini, 2021). Learning is not just about having fun but the process of achieving what has been worked on so that it becomes a memorable experience. Learning naturally affects students' physical and mental performance and enables meaningful learning (Hanafy, 2014).

Teachers or commonly known as teachers, are the primary agents of learning. A teacher of his nature is to teach and educate the nation's children by predetermined rules and guidelines (Qulub, 2019). This event is intended to make practical learning activities in the sense of active learning situations and, excitingly, impact students' learning skills (Tanjung, 2013). Evaluation is necessary for activities when determining the tasks and educational programs. Assessment is an activity to assess the value of the results of activities in the teaching and learning process. To achieve the goals in the learning process, various efforts are made to run smoothly (Suarga, 2019).

The definition of assessment is an assessment process that has a specific meaning (Watson, 2009). When teaching and learning activities take place, a teacher must try as much as possible to prepare a plan before the learning process begins. After that, to find out the results of the learning that has been done, the submission of learning results will prove the ability of the child to succeed in the learning process (Larlen, 2013). This expansion process can also make us know how far the progress and weaknesses of learning are so that we can easily find solutions so that there are changes in the future (Suarga, 2019).

The influential evaluation described above shows that this evaluation is one of the competencies a teacher must possess, especially in the era of independent learning, where teachers are given the Freedom to direct learning so that learning becomes fun (Tanwir, 2015). This assumes that the teacher has been able to plan, implement and evaluate the knowledge he has gained. However, there is still a lot of understanding about the assessment process that is often overlooked by some teachers (Riyadi, 2017). This statement is evidenced by many teachers in this field who still consider assessment activities unimportant, and the focus is only on providing as much material as possible. In addition, several studies have also shown that teachers, as trainers, lack expertise in both assessment and assessment concepts (Sutrisno et al., 2022).

METHOD

This research method is a literature review or identical, guided by books, articles, journals, and research results with links to educational and learning evaluation. The journals used for review are based on Indonesian and the English language starting from the publication period of the last five years. Through this literature research, the Information used is fundamental to theories through several kinds of literature to previous research. The journal is explored with a competent and convincing Open Journal System electronic database and through last research on Wos, Garuda, and Springer to Scopus. In searching for journals using the keyword "evaluation," "evaluation in education," "teacher skills," "education," "learning," and "freedom of learning in education,"

RESULTS AND DISCUSSION

Evaluation Concept

Evaluation is a process to collect Information related to the implementation of something, which in the end, is used to make the right choice in determining a decision. Oemar Hamalik revealed that evaluation

is a continuous stage with the collection and definition of resources to assess decisions designed in a learning program. In Darwin's opinion, evaluation is a stage of determination of the extent to which a provision can get results, namely by distinguishing the results obtained in the goals or objectives set (Idrus, 2019). From this explanation, there are three implications of the meaning of evaluation: First, evaluation is a process carried out continuously and not only at the end of learning but begins before learning is given until the end of education. Secondly, it refers to the evaluation process, which is directed at a specific goal: obtaining answers for improving learning. And the third part of the evaluation also requires precision in using accurate and meaningful measuring tools to get certain Information for decision-making.

Evaluation is a continuous process that someone carries out to make decisions to achieve an activity or program (Wanzer, 2021). Evaluation is a process because evaluation is undoubtedly based on specific criteria. In addition, valuation can also be described as an activity that assigns value to a particular property. Evaluation is understood as determining the decision of measurement results by comparing measurement results with specific criteria (Preskill & Russ-Eft, 2023). Through several definitions from experts related to evaluation, the author also defines learning evaluation as a process that determines the determination of provisions regarding implementing a continuous learning plan. About Indonesian learning, the evaluation of learning Indonesian as a process of collecting and designing resources on an ongoing basis used for decision making. Evaluation here includes evaluation in all learning activities both from planning, implementing and evaluating the results of the learning itself and the use of the results of the evaluation.

Evaluation Objectives

The Ministry of National Education states that the objectives of conducting learning evaluations are five: 1) To monitor the productivity and effectiveness of teaching and learning; 2) Improve and improve the operation of educators' activities; 3) To improve, complement and advance the teaching and learning agenda; 4) To find problems experienced by students during teaching and learning activities and help find solutions; 5) Placing students in teaching and learning situations according to their expertise (Ministry of Education and Culture, 2013). The six objectives of the general learning evaluation are: 1). Evaluating achievement. 2). Measure the types of learning points of view. 3. Become a tool to know what students want to know. 4). Encourage learning motivation for students. 5). Provide Information for the next steps. 6) Make the assessment results based on the curriculum (B., 2017).

Evaluation Function

Arikunto mentioned four benefits of educational assessment, namely: 1) Selective function, which helps choose the ability of these students to follow specific programs; 2) Diagnostic function, which helps recognize capacities and shortcomings in learning activities as well as choosing systems to master shortcomings and build capabilities; 3) Laying function, that is, combining learners with the necessarily limited circumstances; 4) The function of measuring success, namely the establishment of evaluation or assessment can be found to what extent an activity has been successfully implemented. The next one is used to choose regulations (Suharsimi, 2013). Oemar Hamalik stated that there are five activities in this assessment, namely 1) Educational Function; 2) Institutional functions; 3) Diagnostic Functions; 4) Administrative Functions; 5) Curricular Functions (Hamalik, 2006)

Evaluation Principles

Slameto said that evaluation must have at least seven principles, namely integrated, namely the assessment of learning faced to meet the system, the results of the review are used as a basis for process improvement, both in terms of learning and teaching; 2) Adhering to an active student way of learning, namely student participation is not only needed during learning. In addition, students must play their role in the evaluation process. This is an absolute necessity. Assessment measures should cover at least the cognitive, effective, and psychomotor domains; 3) Continuity, i.e., evaluation activities are carried out continuously. The

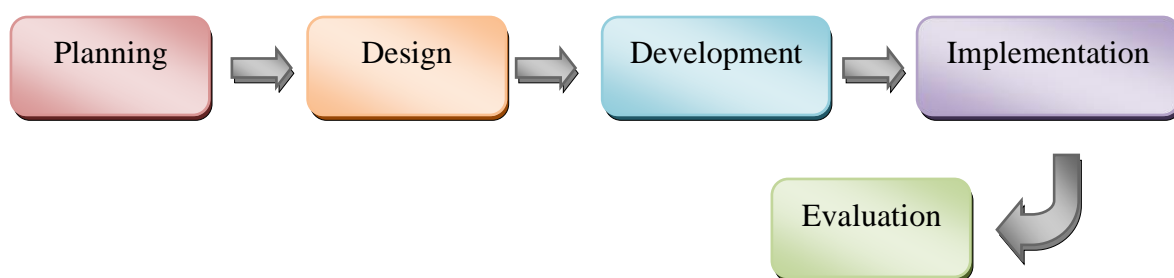
assessment is expected to reflect the actual state of affairs as a whole; 4) Coherence with purpose, i.e., parts of the system and components must go hand in hand. To this end, assessment should be linked to learning and used to measure measurability; 5) Comprehensive, namely holistic principles, where evaluation activities are expected to be able to capture the process and the results of the process as a whole; 6) Distinguish, i.e., evaluation activities should be adapted to the level of training and with the help of these evaluation activities, trainers can distinguish between successful and unsuccessful processes; and 7) Pedagogical, i.e., to develop students into better individuals. Therefore, this assessment activity is expected to be a motivator (Riadi, 2017).

Types of Evaluations

In general, it is said that the types of learning assessment can be distinguished in three areas, namely: 1. Based on objectives, including diagnostic, selective, placement, formative, and summative assessments. 2. Based on the objectives, evaluation is divided into the evaluation of context, input, process, results/products, and outcomes or graduates. 3. Based on the scope of the evaluation, learning programs are divided into the evaluation of learning programs, learning processes, and outcomes (Thabroni, 2022).

Educator qualifications in the assessment process

Pedagogic capabilities require educators to plan and conduct educational methods and evaluate them (Sum & Taran, 2020). Each assessment agenda has various things that need to be considered, from design, design, and implementation to assessment results (Ananda, 2019). Especially in the age of independent curriculum, educators are given a lot of responsibility and authority in designing, conducting, evaluating, and monitoring the following assessments. At first glance, the burden on educators seems to have been alleviated. But this requires the skills of teachers who are not kidding. Teacher assessment skills are measured in various assessment agendas, from design to assessment (Simatupang, 2020).



Planning is the first step in assessment activities. The trainer must be able to schedule various assessors, including; analyzing needs, determining the type and manner of assessment, and much more. The next step is to design the evaluation, and of course, it can be carried out by choosing the appraiser to be measured and what kind of instruments will be used to measure it to achieve the assessment objectives. The next step is an explanation, which can be implemented by adding insight and creativity in various assessments, namely, means or implementation plans (Natasya, 2023). The fourth stage is implementation, ie. Evaluation activities and the last is assessment, which will be planned and implemented, and interpreted for analysis. This assessment action itself is required for several competencies, namely

1. Design. Before carrying out the assessment, educators can undoubtedly carry out the evaluation to be carried out. When planning a review with the educator's authority, the teacher has the right to decide on the assessment action plan that can be carried out. In this process, an educator must have skills when preparing an assessment plan: a) needs analysis. b) convey the purpose. c) Set the grid. d) Develop a tool design. (e) testing and identification. f) Changes. g) Prepare ready-made facilities.
2. Implementation. The ability of teachers to carry out the assessment that has been prepared depends very much on the type of assessment to be chosen and become the purpose of the evaluation. The ability to

select, and apply assessment methods, determine appropriate strategies, and more. In this process, of course, direct supervision or coaching is needed so that the implementation of the evaluation runs by the procedure.

3. Material processing, Information about the assessment application is collected, then processed to find meaning. Those results are then interpreted to determine the outcome.
4. The result of the assessment. After studying the materials and understanding the appraisal results, the appraisal results are reported. The results are sourced from the type of assessment used. These results are material for establishing policies using the principles of openness in the assessment results. That is, the assessment results are based on tangible steps, not the manipulation of materials.
5. Benefits of results appraisal. The assessment results can be used as material for feedback to all groups involved in the learning evaluation process directly or indirectly. The benefits of this assessment result are based on the objectives of the previously agreed assessment.

In the Merdeka Learning study program, educators can decide and plan their own assessment activity process. During the assessment activity, it can describe the general ability of students in the learning process in class or commonly referred to as correct assessment.

CONCLUSION

Based on the results of the above article, it can be concluded that. This assessment concept includes the definition, purpose, function, principle, and type of assessment. In educator assessment skills involve planning, implementing, processing materials and reports, and using assessment results. Therefore, educators must master their skills during independent learning, including the assessment process, from planning to using assessment results.

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