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Learning Evaluation Analysis at SDN 101768 Jalan Besar Tembung, Hutan, Percut Sei Tuan Subdistrict

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A B S T R A C T

Evaluation is one of the most crucial things to do in learning. Learning evaluation is a continuous and systematic process for assessing student learning progress. Evaluation helps teachers to find out the extent to which learning success improves the quality of learning as expected and provides feedback between teachers and students when the learning proses is underway. There are several kinds of evaluation methods that can be given and carried out by teachers, namely tests, observations, projects and portfolios. The evaluation process also to take into account the uniqueness and needs of each individual. Apart from that, evaluation also aims to collect student information regarding student progress, development and achievements in the learning process. This research was carried out at SDN 101768 Jalan Besar Tembung, Hutan, Percut Sei Tuan District. The purpose of thi research is to find out the evaluatiom carried out by teachers on students during the learning process. In line with the objectives, this research used a qualitative approach with interview and observation methods. Researchers interviewed several teachers to obtain information in the field.

A R T I C L E   I N F O

1. INTRODUCTION

Education is a very important thing to pay attention to. As time goes by, education also follows. As stated in Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and a learning process for students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence and noble character, as well as skills what he needs.

Education is broad and comprehensive, covering several aspects, namely knowledge (cognitive), skills (psychomotor), attitudes (affective) and values (moral). In the educational process there is learning. Education cannot be separated from learning and the role of a teacher. Learning is the process of interaction between students and educators and learning resources in a learning environment.

Education can take place anywhere and at any time. School is a formal educational institution as a place for someone to gain knowledge and change behavior. One way that can be done to ensure the learning process is optimal is evaluation to improve the learning process (Huljannah, 2021; Sumharti, dkk, 2020).

According to Law Number 20 of 2003 concerning the National Education System of the Republic of Indonesia, Article 57 (1), evaluation is carried out as a framework in controlling the quality of education at the national level, as a form of educational accountability to stakeholders including students, institutions, and educational programs (Widiyarto & Inayati, 2023; Febriani, dkk, 2020).

Considering that evaluation is one of the components of the learning process as stated in Law No. 20/2003, evaluation is very important to be implemented in educational activities. Guba and Lincoln express the definition of evaluation as a process of giving consideration to the value and meaning of something being considered, where the thing being considered can be a person, an activity, a situation or a certain entity. From this concept, there are two things that characterize evaluation, namely: 1.) Evaluation is a process, which means that evaluation should be carried out with various kinds of actions so that evaluation is not about the results or production but the organization of activities. 2.) evaluation is closely to giving meaning or value, with evaluation it is considered whether something has value or not (Al-faruq, 2023; Magdalena, 2020).

The success of a lesson can be observed from how far the learning objectives achieved (Al-faruq, 2023) and how effective it is. In the learning process, there is evaluation. Evaluation is a very important part. Evaluation can provide an overview of the extent to which the student has understood the material, provide an overview of the student's learning difficulties, and provide an overview of the student's position among his peers. The results of learning evaluations can provide professional decisions. This means that learning evaluation is a professional competency of an educator. This competency is in line with the teacher ability assessment instrument, one of the indicators of which is conducting learning evaluations (Basri, 2017).

Evaluation really needs to be carried out continuously and comprehensively, including assessment of the learning process and learning outcomes. However, besides this statement,

Arifin said, "evaluation is a process, not a result (product) (Al-faruq, 2023; Andriliani, dkk., 2022). The learning process will run well if the evaluation is also carried out well.

Teachers can evaluate learning at the elementary school (SD) level by evaluating students, namely knowing the characteristics of their intelligence, one of which is an evaluation carried out indirectly on students, in the form of: (a) ability to work with numbers, (b) the ability to use language well, (c) the ability to grasp something new (quickly following other people's conversations), (d) the ability to remember, (e) the ability to understand relationships (including catching humor), and (f) ability to fantasize. However, some of these characteristics are more sophisticated, in the form of: (a) verbal abilities, (b) the ability to observe and sense of space, (c) kinetic-physical movement abilities, (d) logical abilities, (e) abilities in interpersonal relationships. -personal, (f) ability in inter-personal relationships (Basri, 2017; Famaney & Wardani, 2021, Sirait, 2021)

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2. METHODOLOGY

This research uses information collection using interview and observation methods. The observation method is listening to the events or actions carried out by the people being observed, then recording the results of the observations with notes or other tools (Magdalena, Hidayati, & Dewi, 2023)

The subjects interviewed were teachers at SDN 101768 Jalan Besar, Hutan, Percut Sei Tuan District. This interview was carried out during direct observation and visits to SDN 101768 Jalan Besar, Hutan, Percut Sei Tuan District. Observation and in-depth interview techniques are very important in the data collection process in the field. In-depth interviews were conducted to find out the conditions and situation in the field. The interview data obtained is used as the basis for conceptualization and categorization, both in the context of preparing descriptions and developing theories (theory building) so that every concept, description and theory produced is truly based on data in the field.

From the interview, the researcher asked the teacher a number of questions regarding the implementation of learning evaluation and noted the important discussion points that the researcher obtained according to the research theme, namely learning evaluation. After going through these stages the data or information is then processed and goes to the next steps, namely the stage of presenting the data. At this stage the researcher analyzes the report from the results of the research that has been carried out. The report is then prepared in narrative form, and then arrives at the final stage, namely the process of drawing conclusions from the results of the discussion.

3. RESULT AND DISCUSSION

Based on interviews conducted with teachers at SDN 101768 Jalan Besar, Hutan, Percut Sei Tuan District, which relates to the concept of learning evaluation in elementary schools. Researchers found information that teachers carry out evaluations at the end of each lesson. Evaluation takes the form of written and unwritten tests.

A written test is a set of questions in written form containing several questions that have been studied by students during learning and this written test is usually prepared to measure and determine the extent to which students understand the learning material (Riandeni, dkk., 2022). The models that are often used in written tests are multiple choice, essay, description, matching, determining what is wrong and what is right, short answers.

Examples of written tests include daily tests, midterm exams, semester exams and so on. Meanwhile, the unwritten test takes the form of direct questions and answers while the learning process is in progress. Where this is done so that teachers can find out the extent of students' understanding of the learning material.

Learning evaluation is divided into five types of evaluation, including: (1) formative, namely the teacher carries out an assessment after the students have completed one material in a particular subject (2) summative, namely the assessment carried out by the teacher after the students have taken the subject in one semester . This assessment is usually in the form of a final semester exam (UAS) or final semester assessment; (3) diagnostic, namely an assessment carried out by the teacher to analyze the condition of the students, both regarding difficulties or obstacles experienced by students during the learning process; and (4) placement, namely assessment for placement purposes according to the students' talents, interests, abilities and circumstances. Evaluation can be carried out to group students based on their abilities, for example in levels based on their abilities (R. Septianingsih, D. Safitri, 2023). However, in this case, teachers at SDN 101768 Jalan Besar Tembung, Hutan, Percut Sei Tuan District do not fully implement grouping based on students' level of ability, this remains to be adjusted to the situation and conditions.

Teachers also adjust evaluations according to students' learning styles by using a differentiated learning model. An educational figure, Ki Hadjar Dewantara, believes that every individual is unique (MS, 2023; Ardana, dkk., 2023). Teachers as implementers of the learning process can actually see and understand the varied nature of individuals and relate them to the nature of the times. Where these differences in nature can cause various differences between each individual, such as differences in individual ways of learning, differences in ways of thinking and even absorption capacity. Teachers should not force a way of learning because every individual also has the right to receive learning that is adapted to their own learning style and way.

As technology has developed rapidly, in carrying out evaluations, teachers also sometimes use online learning platform technology, which has great potential to improve the quality of learning. Non-test techniques are assessments or tests carried out without a test (Fitriani, 2021). The non-test assessment carried out by teachers at SDN 101768 Jalan Besar Tembung, Hutan, Percut Sei Tuan District is in the form of direct observation of students during learning and also during breaks (outside of lessons).

4. CONCLUSION

Evaluation is something that really needs to be considered and carried out to assess the extent of the success of learning. By carrying out evaluations, it is hoped that teachers can find out the success of learning and develop further strategies. The success of learning cannot be separated from the teacher's role in carrying out evaluations. A good understanding of evaluation will influence the evaluation process and evaluation results. Therefore, teachers must carry out evaluation activities appropriately. Understanding the concept of evaluation is very necessary in order to obtain evaluation results that can describe the real situation of students.

Evaluation can also depend on the context and purpose of the evaluation. It is important to choose a method that suits your specific conditions and needs

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