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Competence of SD/MI Teacher in the Implementation of Learning Evaluation

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kompetensi guru jenjang SD/MI dalam proses evaluasi pembelajaran. Hal ini dimaksudkan sebagai upaya klasifikasi bentuk penilaian terhadap anak usia dasar. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kepustakaan. Sumber data dan bahan analisis kajian ialah karya ilmiah relevan meliputi buku, artikel, dan prosiding. Penelitian ini menyimpulkan bahwa seorang guru dituntut untuk mampu menyelenggarakan penilaian dan evaluasi proses dan hasil belajar serta memanfaatkan hasil penilaian dan evaluasi tersebut dalam upaya melakukan tindakan refleksi untuk peningkatan kualitas pembelajaran. Evaluasi dimaknai sebagai sebuah proses yang sistematis yang dilakukan untuk menilai sebuah objek berdasarkan kriteria dan prasyarat tertentu. Beberapa prinsip evaluasi yang diperlukan sebagai pemandu dalam kegiatan evaluasi di antaranya ialah; sahih, objektif, adil, terpadu, terbuka, menyeluruh dan berkesinambungan, sistematis, beracuan kriteria, dan akuntabel. Evaluasi menyeluruh mencakup 3 aspek, yakni (1) aspek kognitif yang berhubungan erat dengan kemampuan berfikir, (2) aspek psikomotorik yang berhubungan dengan aktivitas fisik, dan (3) aspek afektif mencakup watak, perilaku seperti sikap, minat konsep diri nilai dan moral.

Kata Kunci: Evaluasi Pembelajaran, Kompetensi Guru, Pedagogik.

Abstract

This study aims to describe the competence of SD/MI level teachers in the learning evaluation process. This is intended as an effort to classify the form of assessment of elementary age children. This study uses a qualitative approach with the method of literature study. Sources of data and study analysis materials are relevant scientific works including books, articles and proceedings. This study concludes that a teacher is required to be able to carry out assessments and evaluations of learning processes and outcomes and to utilize the results of these assessments and evaluations in an effort to take reflective action to improve the quality of learning. Evaluation is interpreted as a systematic process carried out to assess an object based on certain criteria and prerequisites. Some of the evaluation principles needed as a guide in evaluation activities include; valid, objective, fair, integrated, open, comprehensive and continuous, systematic, based on criteria, and accountable. The overall evaluation includes 3 aspects, namely (1) cognitive aspects which are closely related to the ability to think, (2) psychomotor aspects related to physical activity, and (3) affective aspects including character, behavior such as attitudes, interests, self-concept, values and morals.

Keywords: Learning Evaluation, Teacher Competence, Pedagogic.

PRELIMINARY

Education is a sector of life that guarantees the continuity of human life. This is based on the form of regeneration contained in the educational process, seeking to guide and facilitate children towards the process of maturity or self-maturity. Furthermore, educators and parents play a role in transferring the values of life, so that children are able to think and act wisely. This shows that education is an effort to develop all the potential of students (Sitaasih, 2020: 241-247).

The central role of education is in line with the dynamics of the times. This is because education also necessitates educational changes towards responding to the challenges of globalization and the needs of the world of work. Problems in education are not only focused on the organizers of educational institutions. On this basis, educational innovation is an alternative that must be carried out thoroughly and nationally. This means that education policy and implementation must be balanced in efforts to improve the educational process. Improving the quality of education reflects the progress of a nation, because the nation's human resources (HR) are the driving force for change in all sectors of life (Faisal, *et al.*, 2018).

Efforts to solve educational problems start from the internal aspect of the institution, by implementing internal policy and curriculum improvements, as well as improving the quality of teachers in the form of training, seminars, workshops to support the quality of institutions and graduates of educational institutions. Thus, the quality of institutions will be supported by the quality of educators, educational staff, and graduates in an educational institution. This shows how important the teacher's role is in improving the quality of educational institutions (Mahfud, *et.al.*, 2019).

Education in the national education system aims to form intelligent, creative, and character-driven people in Indonesia. To achieve this, it takes intense effort and high commitment to make it happen. Of course, the teacher's central role has an important influence on making it happen, because the teacher is a person who interacts directly with students at any time during the learning process. This shows that teachers must also reflect themselves as learners who constantly upgrade their abilities starting from aspects of learning orientation, materials and media used during learning, as well as methods and approaches that can support successful learning (Izza, *et.al.*, 2020: 10-15).

Gradually, teachers are required to have the skills to master the flow of learning, starting from the planning framework, implementation, to the assessment or evaluation of learning. Because, planning is a reference for the achievement of learning outcomes. While the learning process is a reflection of learning outcomes, and all will be proven in the form of learning evaluation. Of course, all three stages are synchronous and display relevant results. Furthermore, achieving successful learning is a moral responsibility for every teacher (Myori, *et.al.*, 2019).

The interaction between teachers and students in the learning process is well connected if the teacher has pedagogical skills or competencies. This is because teachers are not only expected to convey teaching materials to students, but are able to transfer teaching materials as well as educational value to students. Of course, these efforts will be balanced if the teacher can understand the character of students, know the stages of child development, and find solutions to every learning problem. These are all known as pedagogic skills that every professional teacher must have (Sahraini & Madya, 2015).

The teacher's proficiency in teaching will have an impact on the skills of implementing evaluation. This is very much needed during the learning process, so that students can be identified and measured the level of success following the learning process. Evaluation results can also be a reference for improving the learning process in the next period. Furthermore, the process and evaluation of learning is an integral part of the teacher's responsibility in fostering students. Thus, the teacher will have a complete record as a set of drafts of the learning process that each student goes through (Riadi, 2018: 52-67).

The effectiveness of teaching carried out by teachers at the elementary school (SD)/madrasah ibtidaiyah (MI) level is found in the level of success of the teacher in guiding students to achieve the learning objectives that have been set. In fact, this study has been reviewed from various scientific perspectives. Among them discusses the aspect of developing teacher competence in the era of independent learning (Sutrisno, *et.al.*, 2022: 52-60), academic supervision in an effort to encourage teacher quality improvement (Astuti, 2017: 49-59), and the level of teacher competence in implementing teaching in the Covid-19 pandemic era (Sudrajat, 2020: 100-110).

Another relevant research is the study of the competence of PAI teachers in the implementation of learning evaluation (Hasibuan, 2016), implementation of madrasah teacher competencies (Hamid, 2016), optimizing the ability of teachers in preparing lesson plans (Mawardi, 2019), the role of the principal in developing teacher competence (Susanto & Muhyadi, 2016), competence of Islamic religious education teachers (Rosyad, 2020: 159-177), teacher competency improvement training (Febriyanni, *et.al.*, 2021), teacher performance (Widarsih & Faraz, 2016: 177-187), leadership strategy in improving the quality of teacher teaching (Mayasari & Syarif, 2018), HOTS skill-based teacher competencies (Hidayat, 2020), and PTK training to improve teacher pedagogic quality (Fitria, *et.al.*, 2019).

Observing the description of the literature review above, it can be understood that the study of teacher pedagogic competence has not been fully discussed in sync with learning evaluation. This becomes a void in

the study of the centrality of the teacher's role for student development. For this reason, it is necessary to deepen the study of the blanks on this theme, summarized in the title, "SD/MI Teacher Competence in the Implementation of Learning Evaluation".

METHOD

This research uses a qualitative approach with the method of literature study. The process of collecting data is to collect data through literature relevant to the topic of discussion, namely the competence of SD/MI teachers in implementing learning evaluation. Data sources and study analysis materials are quoted from scientific documents, in the form of books, scientific articles, proceedings and final assignments (thesis, thesis, or dissertation). Researchers also seek to elaborate various ideas or opinions from previous researchers to compare the analysis of these findings with previous studies (Assingkily, 2021).

RESULTS AND DISCUSSION

Teacher Pedagogic Competence at SD/MI Level

At every level of education, a teacher is required to have several skills and competencies. Competence is the competence of knowledge and values and principles that are embodied in mindset and action. A systematic and continuous mindset has the potential to lead someone to a competent stage, or can be called skilled in acting and doing something. Teacher skills in teaching can be seen in good personality and ability to adapt to the social conditions of the community around the school. Then in relation to the preparation of the curriculum, the succession of which lies with the teacher, the competence of the teacher is the biggest factor in the level of achievement in implementing a curriculum, planning, goals and evaluation should be arranged in accordance with the competency capacity of the teacher in general (Rosyad, 2019).

According to Charles in Basri, *et al.* (2021), competence is concrete and rational evidence of the condition of professional individuals who meet personal standards, to move towards achieving common goals. Through standardized competencies, teachers can carry out their mandate and responsibility in educating students. Furthermore, the teacher does not just feel that the task of educating is an obligation, but rather a call from the heart to do sincere service. This feeling is certainly not enough if it is not balanced with pedagogic competence, namely the teacher's awareness of his duties, understanding student character, student development, and finding solutions to various educational problems experienced by students.

Teachers are professionals, so that every teacher is required to be capable in terms of capacity (ability) and loyalty to work. A teacher should have the skills and mastery of the field of knowledge he teaches, have skills in mastering the theory of teaching, both from opening to closing and evaluation of learning, then the loyalty of a teacher in devoting himself and implementing these values consistently. The learning process that has been well planned is not as easy as the process of conceptualizing a learning plan. This is because something will be different from planning, so personal anticipation efforts are needed from the teacher in dealing with unexpected matters during the learning process. In this context, teacher pedagogical skills are needed as a form of skills in managing the learning process and addressing student behavior (Saragih, 2017).

In general, teachers who are competent in the field of pedagogy or teaching can be identified through 10 characteristics, namely mastery of student character, mastery of learning principles, development of curriculum based on teaching material content, creation of an interesting and interactive learning atmosphere, utilization of technological media in the learning process, assist student development facilities, be able to communicate with students, provide objective assessments, display the impact and benefits of learning outcomes, and perform reflective actions at the end of each learning process.

SD/MI Teacher Pedagogic Competence in Learning Evaluation

Learning is a systematic process that is carried out in stages starting from the planning aspect to the assessment. The learning process cannot stand alone as a system, because it requires configuration of various components that are carried out seriously, interconnected, continuous and sustainable. The essence that must

be prioritized in learning is how between teachers and students can convey messages effectively, efficiently, and communicatively. This effort is carried out in a creative form to achieve learning objectives (Siahaan, *et.al.*, 2022).

Teachers in the learning process have a central role as directing and guiding students. For this reason, teachers must be able to stimulate students to be actively involved or participatory in the learning process. The stimulus efforts carried out by the teacher aim to obtain changes in student behavior. This shows that the priority (main) goal of learning is to bring changes in students' behavior, increase students' intellectual insights, and help students to be skilled in activities (Tanjung, *et.al.*, 2021).

The teacher's pedagogical competence is intended to help teachers understand the character of students while ensuring that students master the teaching material. More than that, students are also faced with the internalization of educational values that help students develop properly according to the phases of child development, and grow with the values needed when dealing with the wider community. As a step to measure and assess the achievement of teachers in educating students, an evaluation study is needed on the learning process that has been passed by each student. Evaluation of learning is a process for determining the value of learning and learning that is carried out, through assessment activities or measuring learning and learning. The position of evaluation in the educational process is integrative, meaning that every time there is an educational process there must be an evaluation. Learning evaluation is an evaluation of the teaching and learning process (Maskar & Dewi, 2021: 1-10).

According to Yuniarti (2010), learning evaluation aims to obtain accurate information about students' ability to accept learning during a certain period and examine the extent to which students are able to accept the teacher's teaching method, so that the effectiveness and level of difficulties faced by students are found. In addition, learning evaluation aims to be a teacher's reference in motivating students to be enthusiastic about learning and exploring the factors supporting the success of student learning in a certain period. This shows that evaluation is an important aspect in helping student development.

Improving the quality of learning is an urgent matter, with this the evaluation process will become an important reference for checking the level of success of the learning process and what will be done in the next period. Through the evaluation process, teachers can obtain information about students' learning conditions (increase or decrease), understand students' academic quality, understand the level of students' ability to accept learning, teachers understand the level of success of the methods used during the learning process, support educational guidance provided by BK/BK teachers BP, is a reference for teachers in reporting student learning outcomes, an appreciation for positive student learning outcomes, a reference for subsequent learning processes, as well as a parameter for developing a learning curriculum.

Comprehensive Evaluation in Learning

Evaluation of learning refers to the principles of objective, continuity, and comprehensive. Furthermore, the principles of evaluation include educative, transparent, integrated (integrative), systematic, sustainable, fair, and according to predetermined assessment indicators. A thorough evaluation system is needed in order to obtain effective and maximum learning outcomes. Overall evaluation includes 3 aspects. These aspects include cognitive aspects which are closely related to the ability to think, psychomotor aspects which are related to physical activity, while the affective aspects include character, behavior such as attitudes, interests, self-concept, values and morals (Nashir & Salenda, 2020).

Evaluation of cognitive aspects is more emphasized in understanding teaching subjects, namely in the form of theories in these subjects. The purpose of the cognitive aspect is oriented towards thinking skills which include simpler intellectual abilities, namely remembering, to the ability to solve problems that require students to connect and combine several ideas, ideas, methods or procedures learned to solve these problems. Forms of cognitive tests, for example: Oral questions, multiple choice, essays/descriptions, and portfolios. Cognitive itself is classified into 6 (six) levels, starting from knowledge, understanding, implementation or action, analysis, synthesis, and evaluation (Irma, 2021).

Then the psychomotor aspect, in practice the psychomotor evaluation tends to be juxtaposed with an assessment on the cognitive aspect. Evaluation of psychomotor aspects includes matters in planning/preparation, processes and results/products. Evaluation of learning on the psychomotor aspect can be implemented when learning takes place or it can also be when learning has been completed. Assessment on the psychomotor aspect tends to be on the skilled appearance of the student. There are two types of evaluation of psychomotor aspects, namely periodical evaluation and class evaluation. Periodic evaluation is an assessment carried out at a certain time for a specific purpose, meaning that periodic evaluation is not continuous. While class evaluation is an assessment that is carried out systematically with a series of learning activities (Setiawan, 2021).

Furthermore, the affective aspect is a definite point of one's success, it can be said that overall the affective aspect is the main parameter in determining a student's learning completeness (Rinawati, 2021). Levels of affective aspects as revealed in Kraswol's taxonomy, namely: tendencies (attending), valuing, responding, organization, and characterization. Student learning outcomes at this level can be seen from the success of students in controlling their attitudes at certain levels so that this is recorded in the subconscious of students and becomes a lifestyle and eventually becomes a character.

Teacher competence in implementing learning evaluation certainly has various factors that influence it, both factors that are supportive or that have a positive impact on teacher competence in implementing learning evaluation, as well as factors that are inhibiting or that have a negative impact on teacher expertise in conducting learning assessments. The supporting factors in the implementation of learning evaluation include teacher personnel in the form of knowledge, experience, awareness, and level of creativity, as well as support from the environment or learning climate and support from school/madrasah leaders. Although, inhibiting factors still exist such as matters of economic welfare and the level of teacher discipline in educating.

10 CONCLUSION

Based on the results of the research conducted, it can be concluded that a teacher is required to be able to carry out assessments and evaluations of learning processes and outcomes and to utilize the results of these assessments and evaluations in an effort to carry out reflective actions to improve the quality of learning. Evaluation is interpreted as a systematic process carried out to assess an object based on certain criteria and prerequisites. Some of the evaluation principles needed as a guide in evaluation activities include; valid, objective, fair, integrated, open, comprehensive and continuous, systematic, based on criteria, and accountable. The overall evaluation includes 3 aspects, namely (1) cognitive aspects which are closely related to the ability to think, (2) psychomotor aspects related to physical activity, and (3) affective aspects including character, behavior such as attitudes, interests, self-concept, values and morals.

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