

Teacher's Pedagogic Competence In Evaluating Learning

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ABSTRACT. *This study aims to determine the teacher's ability to develop assessment tools according to learning objectives, carry out assessments with various techniques, and analyze the results of the assessment. The type of research used is descriptive qualitative. Data collection techniques used in this study are observation, interviews, and documentation. The data analysis technique used applies the concept of Miles and Huberman, namely data reduction, data presentation, and drawing conclusions. The results of this study are: (1) The teacher has met the indicators in compiling an assessment tool that is in accordance with the learning objectives, namely establishing basic competencies and formulating activities, determining assessment techniques and criteria, determining the place and time for assessment. (2) The teacher has applied various PAUD assessment techniques in carrying out the assessment, namely observation, conversation, assignment, performance, and children's work. (3) The teacher has analyzed the results of the assessment to identify the achievement of children's development by first collecting the assessment data, then processing the data to observe the achievement of each child's development, then reporting the results of the assessment each semester to parents in the form of reports on the progress of students.*

Keyword : *Competence, Teacher, Evaluation*

INTRODUCTION

Quality education requires teachers who are able to understand all the developmental needs of children according to their age stages. For example, teachers carry out learning through concrete objects, through playing, and preparing daily lesson plans (RKH) before learning. In addition, teacher competence is also needed in evaluating learning (Aqib, 2019). Based on the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Teacher Qualification and Competency Standards, it is explained that "Teacher competency standards are developed as a whole from four main competencies, namely pedagogic competence, personality competence, social competence, and professional competence". The four competencies are interrelated with each other. Pedagogic competence is the ability to manage students. Pedagogical competence includes understanding educational insights or foundations, understanding students, developing curriculum/syllabus, planning lessons, implementing educational and dialogical learning, evaluating learning outcomes, and developing students to actualize their various potentials (Mustafah, 2011). To generate and determine students' absorption of the learning carried out and to determine changes in their behavior, evaluation is one of the most important things to do. Evaluation is seen as input obtained from the learning process that can be used to find out the advantages and disadvantages of teaching and learning components (Sawaluddin, 2018).

Evaluation or assessment is carried out to improve the learning process the next day so that learning objectives can be achieved optimally, and to find out the extent of the development and learning outcomes of children. By evaluating each learning process, it will create learning that is in accordance with the child's criteria so that their growth and development needs are met optimally (Sudjono, 2008). Initial observations found that the teacher did not evaluate learning according to the procedure. The teacher does evaluate learning, but does not follow the guidelines and only guesses. This is marked by the absence of an assessment instrument, the

evaluation is carried out only through question and answer activities without the activity of recording the evaluation itself. Evaluation needs to be planned as well as possible by following the steps starting from determining assessment indicators, compiling assessment tools, assessment criteria, collecting data to determining scores (Yus, 2011). In carrying out the evaluation, there are several types of evaluations that can be used such as anecdotal notes, performance, portfolios, and so on (Mulyasa, 2014). Early Childhood Education (PAUD) is essentially education organized with the aim of facilitating the growth and development of children as a whole or emphasizing on the development of all aspects of the child's personality. Early Childhood Education (PAUD) is a form of implementation of education that focuses on determining the basis that leads to child development, both motor, emotional, plural, and spiritual (Suyadi, 2015). PAUD institutions that exist today certainly need educators who are competent in their fields. Learning evaluation is an important part of the teacher's pedagogic competence. Learning evaluation plays a major role in the preparation of appropriate learning plans for children, so the evaluation process needs to be understood by the teacher. This study aims to determine the teacher's ability to develop assessment tools according to learning objectives, carry out assessments with various techniques, and analyze the results of the assessment.

METHOD

This research is a qualitative research. Qualitative research is defined as a study to understand various phenomena in the form of behavior, actions, motivations, perceptions carried out by research subjects, then described in the form of words and language (Moleong, 2014). Researchers play a direct role in collecting and collecting data from informants who can provide information about the problems studied, so that the presence of researchers is said to be a full observer. This research was conducted at a private PAUD institution, namely RA Nurul Hidayah on Jalan Kaswari, Juring, Leneng Village, Praya District, Central Lombok Regency, West Nusa Tenggara (NTB). The data sources in this study were the teacher and head of RA Nurul Hidayah Juring. Data collection techniques used in this study are observation, interviews, and documentation. The data analysis technique used applies the concept of Miles and Huberman, namely data reduction, data presentation, and drawing conclusions. Checking the validity of the data through the extension of participation and triangulation (triangulation of techniques and sources).

RESULTS AND DISCUSSION

The teacher's understanding and ability of educational assessment is important in the success of learning evaluation. There are several indicators of teacher pedagogic competence in the aspect of evaluating learning outcomes, namely the teacher prepares an assessment tool according to the learning objectives in the RPPH, the teacher carries out assessments with various techniques, the teacher analyzes the results of the assessment to identify the level of students' abilities.

1. Teacher's Ability in Developing Assessment Tools According to Learning Objectives at RA Nurul Hidayah Juring

The preparation of assessment tools carried out by teachers at RA Nurul Hidayah Juring has been adapted to the existing curriculum and RPPH. In the process of preparing assessment tools, the teacher begins by establishing basic competencies and formulating activities, determining assessment techniques and criteria, then determining the place and time of the assessment.

a) Define Basic Competencies and Formulate Activities

This stage is carried out by the teacher when preparing the Daily Learning Implementation Plan (RPPH) which contains basic competencies and the formulation of activities. The RPPH contains developmental aspects that are observed including an assessment plan containing the attitudes, knowledge, and skills of children (Yus, 2011). Formulating and determining activities in the form of semester programs (PROSEM) and daily learning implementation plans (RPPH) are carried out so that evaluations run in an organized manner according to the themes and sub-themes in the curriculum. Evaluation of early childhood learning includes aspects of child development, namely the development of religious morals, cognitive, motor, social emotional, language and art, so that the activities formulated are adapted to these developmental aspects (Jatmiko, 2020).

b) Determining Assessment Techniques and Criteria

The teacher in determining the assessment technique and criteria must be adjusted to the indicators listed in the RPPH. The assessment technique is the teacher's way of collecting assessment data and the assessment criteria are used as a benchmark for children's success (Yus, 2011). The assessment technique is adjusted to the need to determine the child's development through the assessment criteria or benchmarks for assessing child development that have been determined. Determination of assessment techniques and criteria is an important part in the implementation of the evaluation (Jatmiko, 2020).

c) Determining the Place and Time of Assessment

Determination of the best place and time for the assessment is done by the teacher in order to assess the overall aspects of the child development indicators. By determining the place and time of the assessment, teachers can more easily assess each assessment indicator for each student (Yus, 2011). Determination of the best place and time in assessing child development is done to make it easier for teachers to observe indicators of child development. This is done because teachers are often confused in assessing broad aspects of child development, so that the determination of the place and time of the assessment is carried out in order to maximize the assessment time (Sari, 2020).

2. Teacher's Ability in Carrying Out Assessments with Various Techniques

The implementation of the learning assessment carried out by the teacher at RA Nurul Hidayah Juring uses various techniques and types of evaluation. The learning evaluation technique used by RA Nurul Hidayah Juring's teacher is observation (observation), assignment, conversation (question and answer), performance, and work.

a) Observation

Observation is one of the techniques for collecting assessment data by directly observing the attitudes and behavior of children (Mulyasa, 2014). Observation techniques are used to directly observe various events that occur in children. Through observation, the teacher observes various aspects of child development, which are then written down in notes such as checklists (Sari, 2020).

b) Assignment

Giving assignments becomes an assessment technique by delivering teaching materials to students, then students are required to carry out the tasks given by the teacher in accordance with the instructions that have been given (Fridani, 2011). Assessment through assignment is a way of assessing with daily tasks (daily learning). The task is in the form of doing something individually or in groups such as planting tomatoes, making various shapes with plasticine, etc. (Sari, 2020).

c) Conversation (Question and Answer)

Conversation is one of the assessment techniques used by teachers, which can be in the form of question and answer activities between teachers and students. Conversations are divided into two, namely structured and unstructured. Structured conversations are deliberate conversations carried out at certain times using simple guidelines to assess children's understanding of certain abilities such as the ability to pray, read, sing, count, name objects, and others. Unstructured conversations can be carried out without preparation anywhere and anytime, usually to find out the child's communication skills freely and widely (Sari, 2019).

d) Performance

Performance is an assessment technique by giving tasks to children through actions that are observed directly such as singing, praying, and so on (Wahyuddin, 2010). Performance assessment is an assessment that requires students to carry out activities that can be observed directly. Performance assessment is in the form of singing, dancing, sports, and other practices (Sari, 2020).

e) Works

The results of the work become one of the assessment techniques, namely by collecting the results of students' handwork or artwork, which can be in the form of drawings, paintings, folds, collages, meronce results, and so on (Suyadi, 2011). The assessment of the work is an assessment of the child's thoughts as outlined in the form of works of art or handwork such as drawings, paintings, collages, folds, scribbles, dance arts, and pre-work. The teacher connects the children's work with the developmental achievements contained in the appropriate basic competencies (Sari, 2020).

3. Teacher's Ability to Analyze Assessment Results

Analysis of the results of the assessment is carried out by the teacher to identify the level of ability of students. In analyzing the ability of students at RA Nurul Hidayah Juring, the teacher went through several stages. This stage begins with collecting assessment data, then processing the assessment data in order to assess the ability of each student, and reporting the results of the assessment to the parents of each student.

a) Collecting Assessment Data

The collection of child development assessment data should be carried out on an ongoing basis by collecting all the results of work and assessments with various techniques (Sari, 2019). The collection of assessment data can be in the form of a checklist format, portfolio, anecdotal notes, and work. The assessment data collected is then analyzed to determine whether the achievement of the child's ability has not developed, is starting to develop, is developing as expected, or is developing very well (Khairunnisa, 2019).

b) Processing Assessment Data

Assessment data processing is carried out to determine the developmental achievements of each child. By processing the data from the assessment results, the teacher knows the achievement of children's development according to the learning design and determines the assessment targets in the curriculum. Teachers can find out aspects of child development that are well fulfilled and those that have not been achieved by children (Sari, 2020). The data from the assessment results that have been collected by the teacher is processed by observing and reading the developmental achievements of

each child. Data processing is carried out by the teacher as a step to compile reports on the progress of each student each semester.

c) Reporting Assessment Results

Reporting the results of the child development assessment is reported to interested people (Sari, 2019). Teachers in providing reports on the results of children's development to parents can be done every semester, both orally and in writing. In reporting the child's development accompanied by suggestions that parents can do at home, then it becomes a reference for follow-up for teachers and parents (Khairunnisa, 2019).

Reporting the results of the overall child development assessment is carried out by the teacher every semester to the parents or guardians of the students. Reports on the development of students include the growth and development of children. The child's growth report is about the child's height and weight, then the child's development report contains the child's attitudes, knowledge, and skills which include aspects of the development of religious moral values, language, cognitive, physical, social emotional, and art.

CONCLUSION

Based on the research data that has been obtained, the Pedagogic Competence of Teachers in Evaluating Learning at RA Nurul Hidayah Juring can be concluded as follows: 1. The teacher has met the indicators in compiling assessment tools in accordance with the learning objectives, namely establishing basic competencies and formulating activities, determining assessment techniques and criteria, determining the place and time for assessment. 2. The teacher has applied various PAUD assessment techniques in carrying out the assessment, namely using observation, conversation, assignment, performance, and children's work. 3. The teacher has analyzed the results of the assessment to identify the achievement of children's development by first collecting the assessment data, then processing the data to observe the developmental achievements of each child, then reporting the results of the assessment each semester to parents in the form of reports on the progress of students.

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