

Developing Guidelines for Assessment and Student Learning Outcomes Through Online Systems High School Level in Penukal Abab Lematang Ilir

Rina Yunita Sari^{1*)}, Happy Fitria², Achmad Wahidy²

¹SMA Negeri 1 Talang Ubi

²Universitas PGRI Palembang

*Corresponding author. Email: rinatddy17@gmail.com

ABSTRACT

Assessment and student learning outcomes are routine annual activities carried out by schools, but there are always problems every time they implement it and there are no clear guidelines on how to carry out assessments and student learning outcomes online. This study aims to develop a valid, practical and effective online assessment and learning outcome guide module for students at the high school level and test the effectiveness of this module as a school guide in PALI Regency. This study uses the ADDIE development model which consists of analysis, design, development, implementation and evaluation. The module feasibility test was carried out by means of interviews, observation, and documentation which was developed by the researcher.

Keywords: Developing Guidelines, Assessment, Learning Outcomes, Online Systems

1. INTRODUCTION

In the digital era or the information age, science and technology are now developing rapidly. This development has the impact of the increasing openness and distribution of information and knowledge to and from around the world across the boundaries of distance, place, space and time. Information and communication as part of technology is also developing rapidly, affecting various lives and giving changes to the way of life and daily human activities, including in the world of education. In the world of education at present and in the future there are several trends, including the learning system which is increasingly developing with the ease of carrying out education. Increasing educational productivity can be achieved through the use of technology [1].

Assessment and learning outcomes are inseparable parts of the learning process and can determine the quality of a learning activity [2]. Regarding curriculum implementation, assessment is an important part of the curriculum tool that is carried out to measure and assess the level of competency attainment. Assessment needs to be done to measure the effectiveness and efficiency of the learning process

carried out to develop the competencies that students should have. Assessment of learning outcomes is the process of collecting and processing information to determine the achievement of student learning outcomes [3]. The implementation of learning outcomes assessment is regulated in [4] concerning the National Education System, particularly in Article 58 paragraph (1) which states that, the evaluation of student learning outcomes is carried out by educators to monitor the process, progress, and improvement of student learning outcomes. on an ongoing basis. Assessment requires paper in the implementation and manual audits which are usually carried out by the teacher, so that the standard of applying the assessment can take a long process in terms of correction. Assessment and student learning outcomes through online is an evaluation that students can do remotely via the internet media. Information technology has developed rapidly, causing the education sector to also develop rapidly in terms of quality. The speed and ease of conventional assessment has shifted, one of which is online assessment using computers and Android phones.

The Covid-19 pandemic has changed learning patterns. The learning process that should have been carried out face-to-face has now turned into a distance learning system or online. As reported in detiknews on April 1, 2020, the United Nations Organization in charge of education, science and culture of UNESCO said that more than 850 million students in the world cannot study in school due to the virus from Wuhan, China. Likewise, in Indonesia. A number of districts have closed schools and implemented online or distance learning. This was done in order to minimize the rapid spread of Covid-19. The closure policy is a response to government policies and calls for social distance.

The issuance of the Circular of the Minister of Education and Culture Number 4 of 2020 which regulates the Implementation of Education Policies in the Emergency of the Spread of Covid-19. This Circular (SE) from the Minister of Education and Culture is addressed to governors and regents / mayors throughout Indonesia. This document was circulated mainly to consider the physical and mental health of students, teachers and all school wqrga amidst the threat of Covid-19. Structurally, the Minister of Education and Culture's SE No 4/2020 consists of six important points. These points are related to the National Examination, the learning process from home, the School Examination, class promotion, Admission of New Students, and the School Operational Assistance Fund (BOS), respectively.

In general, online learning is able to overcome various problems, such as distance, time, cost, and limited teaching resources. Even so, there are still some special issues that need attention, one of which is the limited application available, especially in the evaluation section at the end of the lesson, which results in the analysis of the evaluation scheme being used less easily digested, especially with regard to the quality of the questions. Therefore, a solution is needed in the form of an evaluation application that makes it easier to analyze the instrument [5]

The implementation of assessment and student learning outcomes, the offline mechanism used by the school so far has had many weaknesses, as expressed by Ibu Puji Lestari, the head of administration at SMAN 1 Talang Ubi when researchers conducted an interview on July 22, 2020. busy with administrative preparations for example 1) answer sheets; 2) multiply the questions; and 3) distribution of questions. Prior to the implementation of the assessment, the committee was busy checking the administration, such as preparing questions and answer sheets, so mistakes often occur. Meanwhile, the Head of SMAN 1 Talang Ubi, Mr. Jainul Abidin, S.Pd., M.Pd explained that in

the 2019-2020 school year, SMAN 1 Talang Ubi carried out the online assessment and learning outcomes from funding, the funds needed by the offline mechanism were quite large, namely for committee, photocopy of answer sheet, photocopy of questions, supervision and consumption. The funds required for the implementation of the online mechanism assessment are smaller than the offline mechanism (interview results dated 22 July 2020).

Penukal Abab Lematang Ilir Regency (PALI) in the 2019/2020 school year has 16 public high schools. Of the 16 public high schools, only 3 schools carried out the assessment, namely SMAN 1 Talang Ubi, SMAN 2 Unggulan Talang Ubi, and SMAN 1 Tanah Abang. Meanwhile, only SMAN 1 Talang Ubi was the one who carried out the sharing of learning outcomes, 6.25% if presented.

Table 1. List of Public Senior High School Names in PALI Regency
(Source: 2019 PALI District Education Profile)

NO	School Name	Assessment
1	SMAN 1 Talang Ubi	Online
2	SMAN 2 Unggulan Talang Ubi	Online
3	SMAN 3 Talang Ubi	Offline
4	SMAN 4 Talang Ubi	Offline
5	SMAN 5 Talang Ubi	Offline
6	SMAN 6 Talang Ubi	Offline
7	SMAN 1 Tanah Abang	Online
8	SMAN 2 Tanah Abang	Offline
9	SMA Negeri 3 Tanah Abang	Offline
10	SMAN 1 Abab	Offline
11	SMAN 2 Abab	Offline
12	SMAN 1 Penukal	Offline
13	SMAN 2 Penukal	Offline
14	SMAN 3 Penukal	Offline
15	SMAN 1 Penukal Utara	Offline
16	SMAN 2 Penukal Utara	Offline

Table 2. List of Public Senior High School Names in PALI Regency

(Source: 2019 PALI District Education Profile)

NO	School Name	Implementati on Learning Outcomes
1	SMAN 1 Talang Ubi	Online
2	SMAN 2 Unggulan Talang Ubi	Offline
3	SMAN 3 Talang Ubi	Offline
4	SMAN 4 Talang Ubi	Offline
5	SMAN 5 Talang Ubi	Offline
6	SMAN 6 Talang Ubi	Offline
7	SMAN 1 Tanah Abang	Offline
8	SMAN 2 Tanah Abang	Offline
9	SMA Negeri 3 Tanah Abang	Offline
10	SMAN 1 Abab	Offline
11	SMAN 2 Abab	Offline
12	SMAN 1 Penukal	Offline
13	SMAN 2 Penukal	Offline
14	SMAN 3 Penukal	Offline
15	SMAN 1 Penukal Utara	Offline
16	SMAN 2 Penukal Utara	Offline

In the 2017/2018 school year, SMA in PALI Regency carried out the Computer-Based National Examination (UNBK), this shows that all schools can access the internet properly. This means that all public high schools in PALI district can carry out Assessment and Learning Outcomes using an online mechanism. The implementation of online assessments and learning outcomes actually has many advantages compared to offline implementation, namely 1) Efficient implementation time; 2) Indonesian education is more advanced; 3) honest and fair; and 4) students can develop themselves (Kompasiana, 1 May 2020). If one looks at the benefits that can be felt if assessments and learning outcomes are carried out online, the researchers have the confidence that for the next academic year each school will carry out assessments and learning outcomes using an online mechanism.

Each school can carry out assessments and learning outcomes using an online mechanism, provided that there is an internet network in that area. Assessment and learning outcomes with this mechanism can be done by utilizing Android [10] Computers, Labtops, and Mobile (HP). We realize that most of our people both in urban areas and even in rural areas already have this type of cellphone. This means that the implementation of online assessments and learning outcomes can be done at school wherever

it is in the city or in the village. However, those who are most likely to carry out online assessment and learning outcomes can run well at the SMA and SMK levels [9].

2. METHODS

The type of research used in this research is the method of research and development (Research and Development). According to [5] research and development methods are research methods used to produce certain products and test the effectiveness of these products. There are several [6] development models in the research and development method (Research and Development), including the Plomp model, the 4-D model, the Borg and Gall model, ADDIE, the Dick Carey & Carey model. The development of an online assessment guide and student learning outcomes module will use the development of the Analysis, Design, Develop, Implement and Evaluate model (analyze, design, develop, implement, and evaluate) which is abbreviated as the ADDIE model [7].

The validity of the product will be tested for its feasibility in order to achieve the assessment objectives in the curriculum. In this case, to be able to produce a module for assessment guidelines and student learning outcomes online, research that is needs analysis is used and to test the effectiveness of the module so that it can function in the wider community, research is needed to test the feasibility of the module through the process of analyzing, designing, developing, implement, and evaluate based on the ADDIE model development steps.

In accordance with the research raised in this study, the research subjects used as data sources were SMA Negeri 1 Talang Ubi, SMA Negeri 2 Unggulan Talang Ubi, SMA Negeri 1 Tanah Abang, SMA Negeri 1 Abab, SMA Negeri 1 Penukal, SMA Negeri 1 Penukal. North. This research took place in a period of 2 months starting from December 2020 to January 2021[8].

3. RESULTS AND DISCUSSION

The issuance of the Circular of the Minister of Education and Culture Number 4 of 2020 which regulates the Implementation of Education Policies in the Emergency of the Spread of Covid-19. This Circular (SE) from the Minister of Education and Culture is addressed to governors and regents / mayors throughout Indonesia. This document was circulated

mainly to consider the physical and mental health of students, teachers and all school wqrga amidst the threat of Covid-19.

4. CONCLUSION

In the 2017/2018 school year, SMA in PALI Regency carried out the Computer-Based National Examination (UNBK), this shows that all schools can access the internet properly. This means that all public high schools in PALI district can carry out Assessment and Learning Outcomes using an online mechanism. The implementation of online assessments and learning outcomes actually has many advantages compared to offline implementation, namely 1) Efficient implementation time; 2) Indonesian education is more advanced; 3) honest and fair; and 4) students can develop themselves. If one looks at the benefits that can be felt if assessments and learning outcomes are carried out online, the researchers have the confidence that for the next academic year each school will carry out assessments and learning outcomes using an online mechanism.

REFERENCES

- [1] Fuady, M. J. (2016). Pengembangan Aplikasi Evaluasi Pembelajaran Online untuk Pendidikan Jarak Jauh. *Jurnal Tekno*. Vol 26 September 2016, ISSN: 1693-8739.
- [2] Sugiyono. (2016). *Metode Penelitian Pendidikan: Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- [3] Surat Edaran Menteri Pendidikan dan Kebudayaan Nomor 4 Tahun 2020 tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Covid-19.
- [4] Undang-Undang No 20 Tahun 2003 tentang Sistem Pendidikan Nasional
- [5] Kemdikbud RI. (2020). Edaran Tentang Pencegahan Wabah COVID-19 di Lingkungan Satuan Pendidikan Seluruh Indonesia.
- [6] Kementerian Dalam Negeri. (2020). Pedoman Umum Menghadapi Pandemi COVID-19 Bagi Pemerintah Daerah. 1–206. <https://doi.org/10.1017/CBO9781107415324.004>.
- [7] Kementerian Kesehatan. (2020). Pedoman Pencegahan dan Pengendalian Coronavirus Disease (COVID-19). 3, 1–116.
- [8] Kongchan, C. (2012). *How a non-digital-native teacher makes use of Edmodo*. In International Conference: ICT for Language Learning, 5th Edition. Florence.
- [9] Malik, R. S. & Hamied, F. A. (2016). *Research methods: A Guide for first time researchers*. Bandung: UPI Press.
- [10] Manowong, S. (2016). *Undergraduate students' perceptions of Edmodo as a supplementary learning tool in an EFL classroom*. Silpakorn University Journal of Social Sciences, Humanities, and Arts, 16(2), 137–161.