

Evaluation of Higher Education National Standards about the Process of Learning Basic Indonesian Course Concepts at PGSD Ngudi Waluyo University

Anni Malihatul Hawa, Kartika Yuni Purwanti, Ela Suryani

Universitas Ngudi Waluyo, Indonesia

*Corresponding author email: hawa.anni@gmail.com, kartika.yuni92@gmail.com, ela.suryani16@gmail.com

ABSTRACT. Evaluation of national higher education standards regarding the learning process is an important element in controlling and quality assurance from the beginning of learning to the end of learning. This research is a descriptive evaluative study which aims to evaluate the national standards of higher education regarding the learning process of the Basic Concepts of Indonesian Language at Primary Teacher Education (PGSD) Ngudi Waluyo University at the beginning of learning, the learning process, the end of learning and its follow-up. The subjects of this research are learning activities and documents used in the subject of Basic Concepts of Indonesian for students of Ngudi Waluyo University semester 1 in the odd semester of the 2020/2021 school year, especially in language error material. Data collection techniques using observation sheets. From this research it can be seen that the evaluation of the national standards of higher education regarding the learning process of the Basic Concepts of Indonesian Language at PGSD Ngudi Waluyo University at the beginning, process, end of learning and its follow-up is said to be very good because it has met predetermined criteria.

Keywords: *Evaluation, Learning, Basic Concepts of Indonesian Language.*

1. INTRODUCTION

In implementing a learning process, evaluation is an inseparable part of the learning process as a whole. "Learning is learning that is held in the classroom by the presence of teachers and planned preparation" [1]. A lesson is held to achieve a number of learning objectives that have been identified and formulated based on an in-depth study of the needs that need to be met. The achievement of these learning objectives is pursued through a series of learning activities that are carefully designed, carefully and carried out seriously so that the learning objectives are properly achieved. Further education is organized to create an excellent community to actively participate in all aspects of social, cultural, political and economic life [2].

It is also stated in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System chapter I article I paragraph 21 that "educational evaluation is an activity of controlling, guaranteeing and determining the quality of education for various components of education at each track, level, and type of education as a form of responsibility for its implementation. education"[3]. In line with the above definition in the book *Measurement and Evaluation in Education and Psychology* written by William A. Mohrens, evaluation is a process of describing and refining information that is useful for determining alternatives [4]. This opinion is reaffirmed by the definition of

evaluation from Djiwandono, namely that in general, evaluation in the implementation of learning is understood as an effort to gather information about the implementation of learning as a basis for making various decisions [5].

Evaluation is used to control and guarantee the quality of learning outcomes from the beginning of learning to the end of learning [6]. At the beginning of learning Indonesian, it is necessary to evaluate (1) the learning outcome assessment planning document and (2) the accuracy of determining the minimum completeness criteria. The learning outcome assessment planning document greatly determines the meaning of the evaluation results in the next steps because the learning outcome assessment instrument that does not meet the criteria as a good instrument will produce biased learning outcome data and the determination of learning achievement achievement is not accurate.

Measurement and assessment of learning outcomes in the Indonesian language learning process must be carried out in a sustainable, accurate, and consistent manner, as a form of accountability to the public, through identification of competencies / learning outcomes that have been achieved as well as maps of student learning progress and reporting to parents and the community [6].

Evaluation at the final stage of learning is based on measuring and assessing learning outcomes comprehensively. This evaluation makes use of the

results of the evaluation at the initial stage and the learning process, especially on the achievement of learning outcomes in the aspects of attitudes and skills. In this section, the evaluation of learning outcomes at the end of the lesson is presented in order in the form of (1) rules of management and utilization of learning outcomes, and (2) rules of item analysis [6].

Through evaluation, a teacher can (1) find out whether the learner is able to master the material that has been taught, (2) whether they behave as expected, (3) whether they have language skills, (4) know the success of the teaching and learning process that has been implemented, and (5) determine the next policy [7].

The Indonesian National Qualifications Framework, which is abbreviated as KKNI, is a grading reference used for job recognition competency qualifications. As a reference for developing the KKNI curriculum, the Minister of Education and Culture had formulated it in 2010. The KKNI was then made into law through Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework [8].

Elementary school teacher education as one of the educational study programs at Ngudi Waluyo University which implements the KKNI undergraduate level description curriculum (KKNI level 6) in which it contains learning outcomes and competencies as outlined in each course given to students, one of which is the Basic Concepts of Language course. Indonesia. Starting from cognitive, affective and psychomotor development in the Learning of Basic Indonesian Concepts, students are provided with provisions which are of course in accordance with the achievements of PGSD graduates, including being skilled in understanding and applying the basics of Indonesian.

Seeing from the above background, researchers are interested in researching learning activities in the Basic Concepts of Indonesian language by evaluating and describing 1) evaluation of learning at the beginning of learning, 2) evaluation of learning in the learning process, and 3) evaluation of learning at the end of learning and its follow-up.

2. METHODS

This type of research is a summative evaluation research model of the UCLA, an evaluation framework that is almost the same as the CIPP model. Evaluation is a process of convincing decisions, selecting the right information, collecting and analyzing information so that it can report summary data that is useful for decision makers and select several alternatives [9]. One of the most striking differences in evaluation research with other studies is that to make decisions, research conclusions are based on certain benchmarks and criteria [10]. This study aims to evaluate the national standards of higher education regarding the learning process of the Basic Concepts of Indonesian Language at PGSD, Ngudi Waluyo University, both the evaluation of learning at the beginning of learning, the learning process [11]–[13], the end of learning and its follow-up. The subjects of this research are learning activities and documents used in the subject of Basic Concepts of Indonesian for students of Ngudi Waluyo University, 1st semester in the odd semester of the 2020/2021 academic year, especially in language error analysis material. Data collection techniques using observation sheets. Data evaluation procedures, namely by collecting data, determining samples, evaluating data, reducing and conclusions.

3. RESULTS AND DISCUSSION

3.1 Evaluation of learning outcomes at the beginning of learning

The following are the results of the evaluation based on: a) the learning outcome assessment planning document which consists of (1) the accuracy of the formulation of competency achievement indicators, (2) the accuracy of the learning outcomes assessment grid preparation, and (3) the quality of the learning outcome assessment instruments, b) the accuracy determining the minimum completeness criteria.

- a) Learning outcome assessment planning document
 - (1) Accuracy in formulating indicators of competency achievement

TABLE 1. Criteria For The Accuracy Of The Formulation Of Competency Achievement Indicators

No.	Criteria for the Accuracy of Formulation of Competency Achievement Indicators	Conformity	
		Yes	Not
1.	One Basic Competencies (KD) is translated into several Competency Achievement Indicators	✓	-
2.	Each Indicators of Competence Achievement (IPK) contains at least elements of behavior and learning material	✓	-

3.	Behavior in the knowledge aspect is formulated using a specific measurable and / or observable operational verb	✓	-
4.	Behavior in the skill aspect is formulated using a specific measurable and / or observable operational verb	✓	-
5.	The learning material on the IPK describes the scope (breadth) and sequence (depth) of the minimum material which must be mastered according to KD	✓	-
6.	IPK according to the allocation of time for an effective learning	✓	-
7.	IPK according to the level of ability and needs of students	✓	-
8.	The overall IPK provides assurance that the minimum competence and material of a basic competency will be mastered	✓	-
9.	The IPK developed must describe the hierarchy of competencies	✓	-
10.	Each IPK can be developed into several question indicators according to the scope (breadth) and sequence (depth) of the learning material	✓	-
Amount		10	-

Based on table I, the criteria for the accuracy of the competency achievement indicator formulation above, it can be seen that in making the formulation of competency achievement indicators that have been made it is said to be very good because it can be seen from the total score of 10 that matches the criteria, namely 1) One KD is translated into several Competency Achievement Indicators, 2) Each IPK contains at least elements of behavior and learning material, 3) Behavior in the knowledge aspect is formulated using one specific measurable and / or observable operational verb, 4) Behavior in the skill aspect is formulated using one specific measurable and / or observable operational verb, 5) The learning

material on the IPK describes the scope (breadth) and sequence (depth) of the minimum material that must be mastered according to KD, 6) IPK is in accordance with the allocation of time for an effective learning, 7) IPK is in accordance with the level of ability and needs of students, 8) The entire GPA provides guaranteed aka n the minimum competency and material competency is a KD, 9) IPK developed must describe the hierarchy of competencies, 10) Each IPK can be developed into several question indicators according to the scope (breadth) and sequence (depth) of the learning material.

(2) The accuracy of preparing the learning outcome assessment grid

TABLE 2. Criteria For The Accuracy Of Preparing Learning Outcomes Assessment Grids

No.	Criteria for the Accuracy of Formulation of Competency Achievement Indicators on the Daily Test Questionnaire	Conformity	
		Yes	Not
1.	Can measure the achievement of basic competencies	✓	-
2.	Complete lattice components	✓	-
3.	Each formulation of the Competency Achievement Indicators is translated into one or more question indicators	✓	-
4.	Each item indicator contains one operational verb that can be measured or observed	✓	-
5.	Each question indicator has subject matter which is limited in scope and breadth	✓	-
6.	The choice of assessment technique is in accordance with the characteristics of the item indicators	✓	-
7.	The choice of question form is in accordance with the characteristics of the question indicator	✓	-
8.	The overall formulation of the Competency Achievement Indicators provides assurance that the minimum competency and material competency of KD to be measured will be mastered	✓	-
9.	Question indicators are presented in a hierarchical order	✓	-
10.	Each item indicator at least refers to one item	✓	-
Amount		10	-

Based on table II of the criteria for the accuracy of the assessment of learning outcomes assessment grid above, it can be seen that in the preparation of the

learning outcome assessment grid that has been made it is said to be very good because it gets a total score of 10 according to the criteria, namely 1) Can

measure the achievement of basic competencies, 2) Complete grid components, 3) Each formulation of Competency Achievement Indicators is translated into one or more question indicators, 4) Each question indicator contains one operational verb that can be measured or observed, 5) Each question indicator is available subject matter with limited coverage and its breadth, 6) Choice of assessment techniques in accordance with the characteristics of the question

indicators, 7) Choice of question forms according to the characteristics of the question indicators, 8) Overall Formulation of Competency Achievement Indicators provides assurance that competencies and minimum KD material will be measured, 9) Question indicators are presented according to hierarchical order, 10) Each indicator of the questions is at least referred to k on one item. (3) The quality of the learning outcome assessment instrument

TABLE 3. Criteria For The Quality Of Learning Outcomes Assessment Instruments

No.	Quality Criteria for the Assessment Instrument Toolkit Items in Description	Conformity	
		Yes	Not
1.	<p>Theory</p> <p>a. The questions are in accordance with the question indicators.</p> <p>b. Each question is given the expected answer limit.</p> <p>c. The material in question is in accordance with the measurement objectives.</p> <p>d. The material asked is in accordance with the ability level of students.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p>
2.	<p>Construction</p> <p>a. Using question words / commands that demand parsed answers.</p> <p>b. There are clear instructions on how to do this question.</p> <p>c. Each question has a scoring guideline.</p> <p>d. Tables, pictures, graphs, maps, or the like (if any) is presented in a clear, legible and functional manner.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>-</p>	<p>-</p> <p>-</p> <p>-</p> <p>✓</p>
3.	<p>Language</p> <p>a. Formulation of communicative question sentences.</p> <p>b. Use good and correct (standard) Indonesian.</p> <p>c. Does not cause multiple interpretations.</p> <p>d. Do not use the local language / taboo.</p> <p>e. Does not contain words / expressions that offend students.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>
Amount		12	1

Based on table III of the quality criteria for the learning outcome assessment instrument above, it can be seen that in the preparation of the learning outcome assessment instrument that has been made it is said to be very good even though there is 1 criterion that is not included but gets a total score of 12 according to the criteria, namely 1) Material: a) The questions are in accordance with the question indicators, b) Each question is given the expected answer limit, c) The material asked is in accordance with the measurement objectives, d) The material asked is in accordance with the ability level of students, 2) Construction: a) Using question words / commands which demands parsed answers, b) There are clear instructions on how to do the questions, c) Each question has a scoring guideline, 3) Language: a) Formulation of communicative question sentences, b) Use good and correct Indonesian (standard), c) Does not cause multiple interpretations, d) Does not use local / taboo language, e) Does not contain words / expressions that offend learners. b) Accuracy in determining the Minimum Completeness Criteria (KKM).

TABLE 4. Evaluation Of Minimum Completeness Criteria (Kkm)

No.	Aspects to be analyzed	Scoring scale	Criteria
1.	Complexity	90	High
2.	Carrying capacity	80	High
3.	Student Intake	90	High

Criteria:
 Scale 0-65 = low
 Scale 66-85 = moderate
 Scale 86-100 = high

Based on table IV of the evaluation of the minimum completeness criteria (KKM) above, it can be seen that the preparation of the minimum completeness criteria (KKM) that has been made is said to be high in each aspect, namely complexity, carrying capacity and student intake with an average score of 8.7.

3.2 *Evaluation of learning in the learning process*

TABLE 5. Rules For Assessment Of Learning Outcomes In The Learning Process

No.	Aspect	Descriptors	Condition	
			Yes	Not
1.	Comprehensive	A thorough assessment using a variety of means and tools to assess various competencies and the abilities of students.	✓	-
2.	Valid	Assess what should be assessed and the assessment tools used according to the competencies to be achieved.	✓	-
3.	Reliable	Shows consistency from one measurement to another.	✓	-
4.	Focus on Competence	Focus on achieving competency (ability set) in language and literature.	✓	-
5.	Objective	The assessment must be fair, planned, continuous, using language that is easy to understand, and apply clear criteria for decision-making or scoring.	✓	-
6.	Educate	Assessment is carried out not to discriminate against students (complete or incomplete) or punish students but to differentiate (the extent to which a student makes progress in achieving a competency. Various assessment activities must provide a description of the students' abilities, not a picture incompetence.	✓	-
7.	Integrated	Assessment must be integrated with learning activities, therefore assessments become a regular part of ongoing classroom activities	✓	-
8.	The involvement of students	Students know and are involved in the assessment of learning outcomes, both in assessment planning, implementation, as well as in the interpretation of the results of the assessment.	✓	-
9.	Feedback	Students get feedback from the analysis of the results of the assessment so that they know what aspects are not mastered and who have been mastered.	✓	-
10.	Follow-up	Students are involved in planning and carrying out follow-up assessments, both in remedial learning and enrichment.	✓	-
Amount			10	

Based on table V of the rules for assessing learning outcomes in the learning process above, it can be seen that in the preparation of an assessment of learning outcomes in the learning process that has been made it is said to be very good with a total score of 10 that has been made according to the assessment aspects, namely 1) Comprehensive, 2) Valid, 3) Reliable, 4) Focus on Competence, 5) Objective, 6)

Educating, 7) Integrated, 8) Involvement of students, 9) Feedback, 10) Follow-up.

3.3 *Evaluation of learning at the end of the lesson and its follow-up.*

TABLE 6. Quality Criteria For Final Learning Instruments

No.	Final Learning Instrument Quality Criteria	Conformity	
		Yes	Yes
1.	Analysis of Learning Outcomes		
	a. Processing the value of the knowledge aspect	✓	-
	b. Processing the value of the skills aspect	✓	-
	c. Processing the value of the attitude aspect	✓	-
2.	Question Item Analysis		
	a. Determination of the difficulty level of the items	✓	-

	b. Determination of item difference	✓	-
	c. The function of the answer choices	✓	-
	d. Determining the quality of the items	✓	-
Amount		8	-

Based on table 6 of the quality criteria for the final learning instrument above, it can be seen that in the preparation of the quality of the final learning instrument that has been made it is said to be very good with a total score of 8 that has been made in accordance with the assessment aspects, namely 1) Analysis of Learning Outcomes: a) Processing of values the knowledge aspect, b) the processing of the value of the skill aspect, c) the processing of the value of the attitude aspect, d) the determination of learning completeness, 2) the analysis of the questions: a) the determination of the difficulty level of the items, b) the determination of the difference in power of the item, c) the function of the answer choices , d) Determining the quality of the items.

4. CONCLUSION

From the results of the evaluation of the evaluation of the learning outcomes of Indonesian language and literature learning subjects in low-grade elementary schools, it can be concluded as follows:

The learning evaluation at the beginning of learning that has been made is said to be very good and contains criteria in the evaluation of learning at the beginning of learning a) a learning outcome assessment planning document consisting of (1) the accuracy of the formulation of competency achievement indicators, (2) the accuracy of the preparation of the assessment grid learning outcomes, and (3) the quality of the learning outcome assessment instruments, b) the accuracy of determining the minimum completeness criteria (KKM).

Evaluation of learning in the learning process that is made is said to be very good in accordance with the aspects of assessment, namely 1) Comprehensive, 2) Valid, 3) Reliable, 4) Focus on Competence, 5) Objective, 6) Educating, 7) Integrated, 8) Engagement students, 9) Feedback, 10) Follow Up.

Evaluation of learning outcomes at the end of learning and the follow-up that has been made is said to be very good in accordance with the aspects of the assessment, namely 1) Analysis of Learning Outcomes: a) Processing the value of the knowledge aspect, b) Processing the value of the skill aspect, c) Processing the value of the attitude aspect, d) Determination of learning completeness, 2) Analysis of Question Items: a) Determining the level of difficulty of the items, b) Determining the difference

in the items, c) The function of the answer choices, d) Determining the quality of the items.

REFERENCES

[1] Salahuding Seni et.al. Evaluation of Indonesian Language Teaching and Learning for BIPA Program in Thailand. *International Journal of Research and Review*. Vol.6: Issue 6: Juni 2019.

[2] Leila Rezaii et al. Assessment of Quo and Desirable Status of Adult Education Curricula in Elementary and Post-elementary Education. *International Journal of Elementary Education* 2020; 9(4): 88-99

[3] Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.

[4] Mohrens, Willeiam A. dkk. 1984. *Measurement and Evaluation in Education and Psychology*. New York: Rinchart and Wionston.

[5] Djiwandono, M.S. 1996. *Language Test in Teaching*. Bandung: ITB Bandung.

[6] Wagiran. 2018. *Assessment and Evaluation of Indonesian Language Learning Results*. Semarang: Unnes Press.

[7] Supriyadi. 2013. *Evaluation of Indonesian Language Learning*. Gorontalo: UNG Press Gorontalo.

[8] Solikhah, Imroatus. 2015. KKNi regards Learning Outcome-Based Curriculum. *Lingua*, 12 (1): 1-22.

[9] Tayipnapis, F.Y. 1989. *Program Evaluation*. Jakarta: Ministry of Education and Culture, Directorate General of Higher Education Project for the Development of Educational Personnel Education Institutions.

[4] Arikunto, Suharsimi. 2007. *Research Procedure A Practice Approach*. Jakarta: Rineka Cipta.

[11] Dalman, Hesti, and S. Apriyanto, "Conversational implicature: A pragmatic study of 'our conversation' in learning at university," *Int. J. Psychosoc. Rehabil.*, vol. 24, no. 8, pp. 4332-4340, 2020, doi: 10.37200/IJPR/V24I8/PR280450.

[12] S. Apriyanto and A. Anum, "Gender Dynamics on Speaking Interaction in the College Classroom," *J. Smart*, vol. 4, no. 2, p. 73, 2018, doi: 10.26638/js.692.203x.

[13] S. Apriyanto, *Gender Strategies in Learning English*, 1st ed., vol. 73. Indonesia: Sulur Pustaka, 2019.