

# Evaluation of Learning Assessment on Economics in Senior High School During the covid-19 Pandemic

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## ABSTRACT

The purpose of this study is to find out: 1) Track the development of students, meaning that by enjoying the learning outcomes of students can be identified, namely decreasing or increasing. 2) Checking the achievement of the competence of students so that it can be known whether students have understood the competence or not. 3) Disclosing competencies that have not been visited by students by carrying out this so that it can be seen which competencies have not been reached and which competencies have been reached. 4) Feedback material in correction for students, meaning by carrying out an assessment so that it can be used as reference material in improving the learning outcomes of students who are under Minimum Learning Mastery.

The result of this study is the evaluation of the context aspect as measured by the teacher, who has an average of 88.89% in the very good criteria and can be said to be effective. Aspects of evaluation input measured through teacher and student questionnaires have an average of 79.44% teachers, and 73.53% of students are in good criteria and can be said to be effective. Evaluation of process aspects measured from the teacher's and student's point of view has an average of 94.05% teachers who are in very good criteria, and 75.57% students are in good criteria and can be said to be effective. The aspect of product evaluation which is measured from the point of view of teachers and students, has an average of 97.22% of teachers who are in very good criteria, and 81.70% of students are in good criteria, then it can be said to be effective.

Then it can be said that the application of economic assessment during the covid-19 Pandemic through the system at Al-Azhar Bumi Serpong Damai Islamic High School Jakarta was declared to be not good because there were several obstacles faced. The quality of learning can be seen in terms of the process and learning outcomes themselves. Weaknesses in the evaluation of economic subjects based on the 2013 curriculum at SMA Islam Al-Azhar Bumi Serpong Damai Jakarta there are facilities in the bold learning process. Supporters and obstacles to the economic learning system during the covid-19 Pandemic through the courage system at Al-Azhar Bumi Serpong Damai Islamic High School Jakarta, namely learning is done boldly, so it is difficult to assess student character directly.

**Keywords:** *Evaluation, assessment, economic learning, CIPP*

## 1. INTRODUCTION

Education is one aspect of life that is very important and needs to be considered because, with education, an individual can learn and grow and develop the potential that exists in him. Individuals in the educational process must understand and understand the nature and purpose of education, have knowledge and skills, be physically and mentally healthy, have a good and independent personality, and be responsible for themselves and the nation [1]. UU

no. 20 of 2003 Article 1 Paragraph 1 states, education is a conscious, planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. Society, nation, and state.

Students are human resources who are active, enthusiastic, and can develop all their creativity with various aspects of the field. In addition, students are also the successors of the ideals of the Indonesian

nation in order to stay ahead. In terms of a successor to the ideals of the nation, students must be able to display something different, both in terms of knowledge and skills [2]. This is so that a student can display special characteristics from within himself. Learners are seen as individuality, which is able to display special characteristics, special personalities that are different from other individuals. Students must be treated individually; in the process of maturation, they will have habits of special interests and talents so that they appear to have individual differences. By taking learning, interests and talents are formed into special characteristics [3].

Teaching and learning activities have been taking place in face-to-face activities in the classroom. An evaluation of learning can be carried out to obtain direct feedback [4]. Unfortunately, the Covid-19 (Coronavirus Disease 2019) pandemic has resulted in a change in the approach to learning in schools. The government instructs to organize distance learning and advises students to study from their homes (Circular Letter of the Ministry of Education and Culture of the Directorate of Higher Education No. 1 of 2020). This restriction was carried out to prevent the spread of COVID-19 in the world of education. The impact given on teaching and learning activities is quite felt; it can be seen from the learning that should be done directly now can only be done independently. That way, students do indirect learning by utilizing online or online learning, which is considered quite appropriate in situations like today [5].

The online learning process has many impacts, ranging from positive to negative [6]. The positive impacts of online learning include students having a long time together with their families, narrative learning methods where before Covid-19 students studied in class now learning is more flexible at home, students have a level of sensitivity to change, students are forced in understanding technology, and some students are more comfortable studying at home due to the absence of control from the teacher [7]. While the negative side of online learning is the impact felt by students during the COVID-19 Pandemic, namely the occurrence of unattainable learning outcomes, declining student abilities, inequality of knowledge on different access both in terms of material and the internet, where there are two groups, namely adequate inadequate, disrupted the development of students' psychosis, vulnerable to dropping out of school and can have an impact on students' knowledge. Online learning not only makes learning less effective but also hinders the learning assessment process. The obstacles encountered by teachers include the difficulty of determining the right online assessment method and the limited skills of teachers in designing online-based assessment tools [8].

The results of observations made by researchers at SMA Al-Azhar Bumi Serpong Damai (BSD) Islamic High School Jakarta show that there are still

various obstacles in implementing assessments in online learning. This fact can be seen in the implementation of the test; there is no control. On the other hand, there are also problems where not all skills can be assessed online, for example, motor skills so that there is no feedback given to students, as well as the limited mastery of teachers on online assessment applications, teachers only use WhatsApp, google platform, google classroom, G-meet, and free zoom. Not all teachers can operate computers well, especially with new applications; it really takes time for every teacher to learn.

Another thing was also found by the author during an interview with a teacher at SMA Al-Azhar Bumi Serpong Damai (BSD) Islamic High School Jakarta, where teachers still found difficulties during online assessments in the form of making exam questions. It is interesting to see how far the teacher's ability in the assessment process during the exam is; the teacher should provide in the form of questions regarding analysis so that in the assessment, the teacher can see how much students understand in the online learning process. And here, teachers still find difficulties in the online planning, implementation, and assessment processes. In other fields, there are still obstacles in the assessment where the unavailability of an assessment rubric results in a non-objective assessment, thus causing obstacles in the assessment of being substandard and good.

Assessment is one of the most important components in learning, but the position of assessment is not getting stronger during the current covid-19 Pandemic. It can be seen that the abolition of the national exam is one proof of the weak position of assessment in the world of education. The American Educational Research Association (AERA) explains that assessment is a systematic process of obtaining information used in concluding the characteristics of students or an object [9]. Assessment can also be interpreted as a technique used to measure and assess student attitudes and performance. Tested in During a pandemic like now, teachers must have special tricks in online assessment, both in terms of learning, the media used, and exam questions that will be used as a measuring tool for students' abilities [10]. Therefore, all the sources of information that the researchers have collected hopefully can contribute to the world of education and, of course, in order to obtain good results for learning, so that teachers or academics can be better prepared to adapt and participate openly with online learning which of course will continue to grow rapidly every day [11].

## **1.1. Identification of Problems and Research Questions**

### **1.1.1. Identification of Problems**

Identification of problems in this study are as follows:

In the implementation of uncontrolled exams in online learning so no feedback is given to students.

Furthermore, the lack of online assessment applications on student learning outcomes causes teachers to find it difficult to carry out the online planning, implementation, and assessment processes.

The unavailability of an online assessment rubric causes a lack of online learning support facilities, such as internet networks/other communication support tools.

### **1.1.2. Research question**

Based on the problem limitations described above, the formulation of the problem in this study is:

How is the planning for the assessment of economic learning during the COVID-19 Pandemic through the online system at SMA Islam Al-Azhar Bumi Serpong Damai Jakarta?

Then how is the application of the assessment of economic learning during the Covid-19 Pandemic through the online system at Al-Azhar Bumi Serpong Damai Islamic High School, Jakarta?

## **1.2 Research Objectives**

Based on the formulation of the problem, the research objectives are to evaluate:

We plan to assess economic learning during the COVID-19 Pandemic through an online system at Al-Azhar Bumi Serpong Damai Islamic High School, Jakarta.

Then apply economic learning during the COVID-19 Pandemic through an online system at Al-Azhar Islamic High School Bumi Serpong Damai Jakarta.

## **2. METHOD**

### **2.1 Types of Research**

This research is evaluation research with a quantitative approach supported by a qualitative approach.

### **2.2 Place and Time of Research**

The evaluation was carried out at Al-Azhar BSD Islamic High School Jakarta. The research was carried out on economics learning in the odd semester in the 2021/2022 academic year.

### **2.3 Data collection technique**

The data collection method used in this research is to use a questionnaire method and an evaluation instrument.

### **2.4 Research Instruments**

The subjects in this study were students, principals, teachers of economic subjects at SMA Al-Azhar BSD Islamic High School Jakarta, totaling school principals 1, students 92 consisting of class X IPS, XI IPS, and class XII IPS, and subject teachers. economy 2 with a total is 95

## **3. RESULT AND DISCUSSION**

The discussion of research results is based on the results obtained from each data source, namely school principals, teachers, and students. The discussion will be explained based on 4 (four) basic aspects in the research, namely the context evaluation aspect, the input evaluation aspect, the process evaluation aspect, and the product evaluation aspect. The research data shows that, in general, the evaluation of the assessment of economic learning during the Covid-19 Pandemic through the online system at Al-Azhar Bumi Serpong Damai Islamic High School Jakarta can be categorized as good.

From the aspect of the evaluation context as measured through teacher questionnaires, an average of 88.89% is in the very good criteria and can be said to be effective. The input evaluation aspect measured through teacher and student questionnaires has an average of 79.44% teachers and 73.53% students are in good criteria and can be said to be effective. The process evaluation aspect measured through teacher and student questionnaires has an average of 94.05% teachers who are in very good criteria and 75.57% students are in good criteria and can be said to be effective. The product evaluation aspect, which is measured through teacher and student questionnaires, has an average of 97.22% of teachers who are in very good criteria and 81.70% of students are in good criteria, then it can be said to be effective.

Basically, learning is the core of the overall educational process, with educators as the main holder. Educators, together with students, become actors in the implementation of learning objectives. Learning objectives will achieve maximum results if learning and teaching activities run effectively. Learning can be declared effective if the activities that run can help students to learn something useful in achieving the desired learning outcomes. However, all of that can not be separated from the preparation of learning. The preparation is in the form of a learning implementation plan made by the teacher. In this case, the lesson plans contained in the annual program

(PROTA), semester program (PROMES), lesson plans (RPP) made by Economics teachers. The implementation is adjusted to the 2013 curriculum.

In the 2013 curriculum, learning evaluation should be aimed at knowing whether or not the basic competencies that have been set have been achieved. With these basic competencies, students can know the level of mastery of standard material, both those concerning intellectual, social, emotional, spiritual, creative, and moral aspects. Evaluation can be done on programs, processes, and learning outcomes. Program evaluation is to assess the effectiveness of the implemented program; process evaluation aims to determine the activities and participation of students in learning, while the result evaluation aims to determine learning outcomes or the formation of student competencies.

The assessment conducted at Al-Azhar Bumi Serpong Damai Islamic High School Jakarta has followed an assessment based on the 2013 curriculum. The assessment approach uses a class-based approach which is an approach that focuses on assessment as a learning tool, not as a learning goal. Such an assessment approach was followed by the establishment of the KKM for Economics at Al-Azhar Bumi Serpong Damai Islamic High School Jakarta. This means that students must be able to achieve KKM scores, both cognitive, affective, and psychomotor assessments, for students who have not achieved these values must follow a remedial program, while students who have achieved these values can be given an enrichment program.

Economic learning during the Covid-19 Pandemic through an online system at Al-Azhar Bumi Serpong Damai Islamic High School Jakarta using WhatsApps facilities, where teachers create WhatsApp groups so that all students can be involved in groups. Assignments are given via WhatsApps. Even if students still don't understand, the teacher will also add by sending videos or doing WhatsApps Video Calls with students. Assignment collection also makes it easier for students through WhatsApp messages. Assignments can also be sent via WhatsApps, and students usually take a photo of the assignment and send it to the teacher. Even many video tutorials made by teachers are uploaded via WhatsApps. Furthermore, students download the material and learn the material from the teacher.

Online learning causes teachers to have difficulty in assessing students. The first difficulty, the character of children and student behavior is difficult to monitor, it is difficult to do their assessment, so they are often given assignments, and what is so that they get good grades, cognitively there are students who have a high enthusiasm for learning and there are also students who are lazy when learning takes place, but the teacher

tries well so that students get good learning outcomes. The most severe obstacle in implementing the 2013 curriculum learning evaluation is the matter of changing the paradigm, attitudes, behavior, and character of the teachers themselves before they carry out their duties as educators, namely shaping the character of students. Second, the delivery of material is less effective; students respond too long, so that the assessment is not very accurate because judging online is difficult to see the certainty and feasibility of something being assessed.

In addition to the difficulties of teachers in assessing students, online learning also hinders students from learning. First, students feel bored because of distance learning and reduced activity between teachers and students, as well as the growing sense of laziness from within. Second, less effective in general. Because seeing siblings who are still in junior high school is the same as looking for literacy from google. Whereas on Google, anyone can post on brain / create a blog with answers that are not necessarily valid. Furthermore, the method is the same between students and students; search for answers on google search engine. Third, only people who are able to find the right keywords in search on search engines. Fourth, they are unable to understand in learning, often do not understand the explanation of what is conveyed. Fifth, the network or internet connection is often disrupted, especially when it rains or when the lights go out, the place to live is far from the school location, the power provided by the Ministry of Education and Culture is not sufficient, it is difficult to focus, and there are too many tasks.

The implementation of authentic assessments at public and private high schools in Banyumas Regency is good, but only less than optimal in its implementation because there are still some obstacles felt by the teacher [12]. So that there is a need for improvements regarding the obstacles felt by the teacher so that authentic assessment can run, the obstacles faced are that students must have self-efficacy (the power to learn independently), and teachers and the government are less committed to running e-learning. Another obstacle in e-learning learning is that SMA Budaya Bandar Lampung does not have sufficient funds to procure instruments, not all students have the ability to buy e-learning media. Another factor is that not all teachers and students are able to provide a base to access the internet [13].

#### **4. CONCLUSION**

Based on the analysis and discussion of the research results, it can be concluded that :

The application of the assessment of economic learning during the Covid-19 Pandemic through the online system at SMA Islam Al-Azhar Bumi Serpong

Damai Jakarta can be declared not good because of several obstacles faced. Furthermore, the quality of learning can be seen in terms of the process and learning outcomes themselves. Then the basic deficiency in the evaluation of Economics subjects based on the 2013 curriculum at SMA Islam Al-Azhar Bumi Serpong Damai Jakarta is the facilities in the online learning process.

For this reason, the supporters and constraints of the economic learning assessment system during the Covid-19 Pandemic through the online system at Al-Azhar Bumi Serpong Damai Islamic High School, Jakarta, namely learning is done online, so it is difficult to assess the character of students directly.

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