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## Improving Teacher's Pedagogic On Learning Evaluation At SDN 20 Mambok

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### **Keywords :**

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### **ABSTRACT**

*Teachers have a very important role in determining the quantity and quality of teaching in improving the quality of national education. The efforts to improving the quality process and learning outcomes are part of efforts to improve the quality of education through the evaluation system. Therefore, the teachers' ability in planning evaluation is absolutely necessary. SD Negeri 20 Mambok is one of the primary schools that is located in Sintang which has been established since 1981. They followed training and course for self-development for learning evaluation infrequently. Based on those reasons, the author chooses the theme of this activity or PKM with SD Negeri 20 Mambok as a partner. The method used is course and Training. Implementation of this PKM is a day. The result of the activity or PKM shows that there is interest from the participant in following the activity which is shown by the number of participants exceeding the planned target and the improvement of the participant's understanding and skill in designing and analyzing the evaluation instrument of learning in the good category. The improvement in participants' understanding and skills can be seen in showing in practicum and do the task during the event.*

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## **INTRODUCTION**

Teachers have a very important role in determining the quantity and quality of teaching which eventually plays a role in improving the quality of national education. The teacher acts as a learning manager, a facilitator who seeks to create effective learning develops lesson material well and improves the ability of learners to listen to lessons and master the educational goals they must achieve. It demands changes in classroom organization, classroom management, the use of teaching methods, teaching-learning strategies, and teacher attitudes and characteristics in managing the teaching and learning process. To meet the above reasons, the teacher must be able to manage the learning process that gives a stimulus to the learners so that they want to learn because students are the main subject of learning. Teachers who are able to perform their roles according to the above reasons are called as competent teachers. As a competency standard that teachers need to have in implementing their profession, the government issued Permendiknas Number 16 the Year 2007 about Academic

Qualification and Teacher Competence. This teacher's competency standard is developed intactly from four main competencies, namely pedagogic, personality, social, and professional competence.

The pedagogic competence that is meant in this paper is, among others, the ability in understanding the learners in depth and the ability in organizing a didactic learning. According to the Government Regulation on Teachers, teacher's pedagogic competence is a teacher's ability in managing the learning process for learners which at least includes: understanding on insights or educational foundation, understanding students' characteristics, developing curriculum/ syllabus, learning design, implementing the educational and dialogical learning, utilizing the learning technology, evaluating the learning outcomes, developing learners' ability to actualize various potentials they have.

One of the efforts in improving the quality of learning process and outcomes as an effort to improve the quality of education is through the evaluation system. In evaluating the students' learning process and outcome at schools, the aspects related to the selection of assessment tools, the analysis of items to obtain adequate quality questions, and the usage of data from the well-known assessment results greatly affect the quality of graduates. Therefore, teachers' ability in these aspects is absolutely necessary (Sudjana, 2016). To make an assessment, an evaluation process is required. Four main uses of evaluation in learning programs according to Widoyoko (2013) are: (1) Communicating the program to the public; (2) Providing information for decision makers; (3) Completing the existing programs; and (4) Increasing participation.

The importance of efforts in improving pedagogic competence to improve the quality of school learning, especially for elementary school teachers is still poorly understood, especially among teachers and education personnels. They lack the understanding of pedagogic competence and do not even master it at all. Therefore, the effort to increase the Pedagogic Competence of Teachers is considered very important to be implemented. This is reinforced by previous researcher namely Nuroktya Ningsih (2012) where she found that the obstacles felt by civics teacher in implementing the evaluation of learning include: assessment preparation for learning outcomes and the mechanism for assessing the learning outcomes. Supriatno, et al (2015) also found that the ability of teachers in planning the assessments for learning outcomes tend to be in sufficient category.

SDN 20 Mambok targeted in this PKM activity is one of the primary schools located in Sintang that had been established since 1981. The school is located in a densely populated area consisting of 395 students with an average parallel classes per class is two classes and has got accreditation B. Most teachers have diploma degree. The headmaster of the school is Yuliana, S.Ag. Figure 1 below shows the state of SD Negeri 20 Mambok.



*Fig. 1. The situation at SDN 20 Mambok, Sintang Regency*

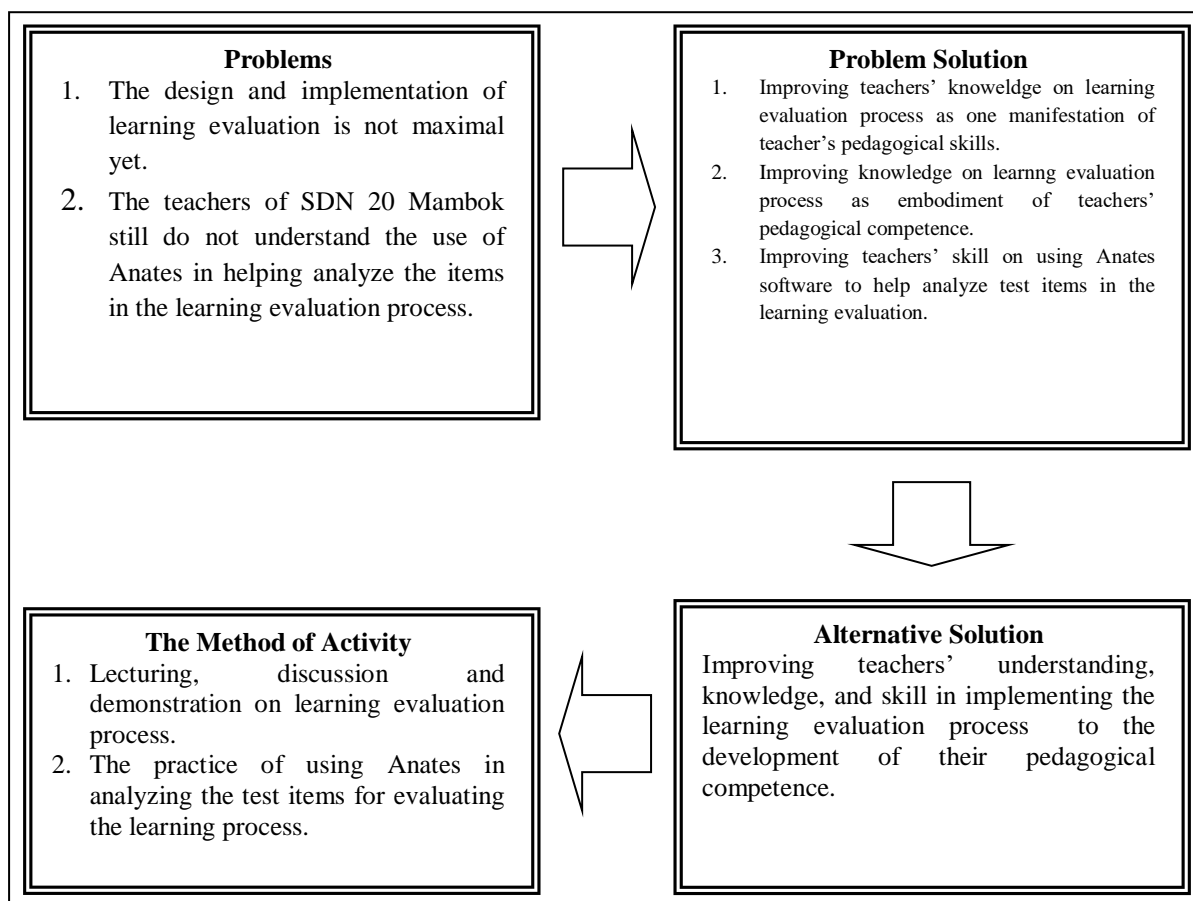
Throughout the years, the number of students in this school is increasing. The number of teachers in this school is 25 people with almost 90% being civil servants. Based on the interviews, it was found that rarely did the teachers get training or additional information for self-development in terms of learning evaluation. Therefore, the authors feel the need to raise the theme of this activity by selecting SDN 20 Mambok as the target partner.

The purpose of this activity is: Knowing how much pedagogical ability of teachers at SDN 20 Mambok in evaluating their learning, knowing what obstacles experienced by the teachers of SDN 20 Mambok in evaluating their learning, and knowing the improvement of teachers' understanding and skill in conducting their learning evaluation.

## **METHOD**

The training on improving teachers' pedagogic in the learning evaluation as the embodiment of PKM was held on Wednesday, December 6, 2017 in Computer Laboratory Room and Language 2 Laboratory at STKIP Persada Khatulistiwa Sintang. The target of this activity was the teachers of SDN 20 Mambok, Kapuas Kanan Hulu district, Sintang Regency of West Kalimantan. The instructors and interviewees in this activity are lecturers of STKIP Persada Khatulistiwa who are experts in their field.

The thinking framework to solve this problem is illustrated in Figure 2. From the problems that arise, there are various alternatives to solve the problem. Furthermore, from various alternatives, the most probable alternative was chosen. Based on the framework, the methods in this activity are as follows:



*Fig. 2. The Scheme of Problem Solving*

The methods of implementing this activity were done in some stages namely:

**A. Lecturing, Discussion and Demonstration on learning evaluation process.**

Lecturing, discussion and demonstration activities were conducted to increase participants' understanding on the learning evaluation process that a teacher should have. This material was delivered by the speakers namely Lecturers from STKIP Persada Khatulistiwa which were also included in the team of PkM activities. The given materials consisted of:

The Nature and the Scope of Evaluation on Teaching and Learning Process and Outcome

- 1) Learning Outcome as the Object of Assessment.
- 2) Test as the Final Assessment Tool.
- 3) Non-test as tools for assessing teaching and learning process and outcome.
- 4) Data processing from the assessment result.
- 5) Test items analysis.
- 6) The Reporting and the using of assessment result.

Lecturing, discussion and demonstration aimed this activity.

**B. The practice of using Anates software**

This activity is the follow-up of lecturing, discussion and demonstration related to the understanding of the learning process of a teacher's evaluation. In particular, this activity aims to improve teachers' understanding and skills in analyzing test items. The analysis of the problem is done with the help of Anates application software.

**C. Evaluation**

The evaluation on the success of this activities was carried out directly during the training, especially during the discussion. Participants were motivated to ask questions related to the training. From the discussion, it could be evaluated to how far the material could be absorbed by the training participants.

## RESULTS AND DISCUSSIONS

The PKM activity conducted face-to-face involving the practice of item analysis using Anates version 4.0 was running well and smoothly. Face-to-face meeting using lecture, demonstration, and question-and-answer methods, was followed by the practice for item analysis, ranging from validity test item, reliability testing, determining the different power of the problem, and difficulty level for each item. This activity was held one day namely on Thursday, December 7, 2017 from 08.00-17.00. Participants of the activity consisted of 23 teachers from SDN 20 Mambok Kapuas kanan Hulu Dsistrict, Sintang Regency and the location of the training was held in Integrated Laboratory Room of STKIP Persada Khatulistiwa Sintang.

The Implementation of this PKM activity was done by 2 (two) teams of devotees with the subjects being delivered were about, The Nature and the Scope of Evaluation on Teaching and Learning Process and Outcome:

- a. Learning Outcome as the Object of Assessment.
- b. Test as the Final Assessment Tool.
- c. Non-test as tools for assessing teaching and learning process and outcome.
- d. Data processing from the assessment result.
- e. Test items analysis.
- f. The Reporting and the using of assessment result.

**Table 1.** Training Schedule

No.	Time	Materials
1	08.00 – 09.00	Opening
2	09.00 – 10.00	Assessment on K13
3	11.00 – 11.30	The Nature and the Scope of Evaluation on Teaching and Learning Process and Outcome
4	11.30 – 12.00	Learning Outcome as the Object of Assessment.
5	12.00 – 13.00	BREAK TIME
6	13.00 – 14.00	Test and Non-test as tools for assessing teaching and learning process and outcome
7	14.00 – 14.30	The Nature and the Scope of Evaluation on Teaching and Learning Process and Outcome
8	14.30 – 15.00	Test Items Analysis
9	15.00 – 17.00	The Practice of using Anates

The activity began with the giving materials through lecturing, demonstration and discussion followed by practice. Questions were asked enthusiastically by the participants in the question and answer session. Broadly speaking, the main points of the participants' questions are:

1. The need to use a daily journal.
2. The placement of project and product in the main competence of learning.
3. General assessment of K13
4. The determination of K13 assessment for every subject.
5. The assessment of K13 to help make KTI for teachers.

This PKM activity done in the form of education and training on improving teachers' pedagogic competence of teachers from SD Negeri 20 Mambok regarding their learning evaluation was expected to increase knowledge, skills and high confidence in carrying out their profession. Teachers were more enthusiastic and motivated to develop themselves. The results of this training were considered useful for schools. The learning process focused more on learning outcomes that had been targeted. Besides, this training increased teachers' skills in preparing the tool for their teaching so that it supported teachers' ability in preparing a certification program that would inevitably be done. The limited time of the meeting resulted in not all the material could not be delivered in detail.

There were some activities done during the training starting from the opening up to its closing as can be seen from the documentation result below.



*Fig. 3. Documentation during a training session*



The results of this PKM basically covered several components as followed:

1. The success in terms of the number of trainees being targeted.
2. The fulfillment of training goal
3. The fulfillment of planned material being targeted
4. Participants' ability in mastering the materials.

The target of the trainees as previously planned was at least 20 teachers from SD Negeri 20 Mambok. In the implementation, this activity was followed by 23 participants. Thus, it could be said that the target participants reached 100%. The figure showed that this PKM activity seen from the number of participants who followed could be said successful. The Achievement in terms of training goal being targeted was considered good. It was the limitations of time that resulted in not all materials on learning evaluation could be delivered in detail. But, seen from the exercise results of the participants regarding the quality in determining the assessment of K13 with the subjects they were teaching had shown good results. Therefore, it could be concluded that the purpose of this activity could be achieved.

The achievement regarding material targets in this PkM activity was quite good because the training material had been delivered as a whole. The ability of the participants in terms of their mastery on the material was still not maximal because most of the teachers had just got the materials about K13 for the first time so that the time provided was considered very brief to deliver the dense materials considering the difference of participants' ability. This was due to a large number of materials to be delivered in just one day so there was not enough time for the participants to fully understand and practice all the materials provided.

Overall, this training activity could be said successful. The success was not only measured from the four components above, but also seen from the satisfaction of the participants after attending the training. The benefits got by the teachers were that they finally could arrange and develop better assessment instrument with better quality. The quality was expected to fulfill the standard to be used as points in their assessment for portfolio certification.

## CONCLUSION AND SUGGESTION

This PKM activity could be implemented well and ran smoothly as planned even though there were some materials that were still not delivered because of the limitation of time to explain it. The implementation of this training was welcome well as could be seen from the activeness of the participants along the training session in which they did not leave the room before the scheduled time ended.

## ACKNOWLEDGMENTS

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