



Teacher Competence in Independent Learning Evaluation

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ABSTRACT

The purpose of this study is to analyze Teacher Competence in the Evaluation of Independent Learning. The method used in this study is the library research method (*Library Research*), with a qualitative approach. Library research is a study that uses a method of obtaining all information data to locate existing facilities in the library, such as books, magazines, documents, and records of historical stories. From the problems discussed, the researcher uses a philosophical approach. So that the object of the study is Teacher Competence in the Evaluation of Independent Learning. In data collection techniques, the researcher uses documentation materials. The researcher himself is the core instrument. The researcher uses content analysis . Content analysis is used to analyze all forms of communication such as documentation materials and others. And the data can be obtained, which then the researcher processes the data by reading, recording and analyzing by concluding. The results of this study indicate that this evaluation activity is important to review the success of learning in the era of learning independence. Therefore, teachers must have the ability to carry out evaluations. The objectives of this study include 1) Understanding the concept of learning evaluation 2) explaining teacher competencies in carrying out learning evaluations. The method used in writing this journal is a literature study in which research data obtained from several library theories are processed and analyzed and then described, so that it is obtained. The results of the study indicate that teachers need to understand the concept of evaluation as a whole, including the definition, purpose, function, principles, and types of learning evaluation. Teacher competencies in evaluation include the ability to design, implement, process data, report, and utilize evaluation results to improve learning in the future.

Keywords : Teacher Competence, Learning Evaluation, Independent Learning

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INTRODUCTION

The importance of evaluation, as previously discussed, demonstrates that it is a crucial competency for teachers, especially in the era of independent learning, where teachers are given the freedom to organize their teaching and learning activities to ensure a more enjoyable experience. Here, teachers are considered capable of planning, implementing, and evaluating their teaching. However, many findings from evaluation activities are often overlooked by some teachers.

This is reinforced by the fact that teachers in the field still consider evaluation activities less important, focusing solely on providing as much material as possible. Furthermore, several studies have shown that teachers as educators lack competency related to evaluation concepts, implementation concepts, and so on (Riadi, 2017).

Teachers are the main actors in learning, their task is to educate, guide, train, and develop the curriculum (Sopian 2016: 88). This is done to create conducive learning conditions, namely a learning atmosphere that is fun and interesting, provides a sense of security, provides opportunities for students to think, be active, creative, and innovative in exploring their abilities (Rusman 2010: 10), and of course must be able to organize a learning process that is at least able to achieve learning objectives.

To determine the achievement of teachers' tasks and educational programs, evaluation is necessary. Evaluation is inseparable from learning. Learning is carried out to achieve a specific goal (Pane and Darwis Dasopang 2017: 333). To achieve this goal, various efforts have been carefully designed and implemented through learning activities (UNESCO 2017: 7). To determine whether the design, implementation, and results are in line with the objectives, this is where we need what we commonly call evaluation (Riadi 2017: 2).

Guba and Lincoln define evaluation as the process of giving consideration to the value and meaning of something being considered (Torres-Cuello, Pinzón-Salcedo, and Midgley 2018: 6). In every learning process, educators must strive to determine the extent to which the learning design, process, and outcomes are being implemented. These results are important because they can serve as benchmarks for educators to determine the extent to which their learning processes can develop students' potential. Through evaluation, progress and decline in educational quality can be identified, and with evaluation, we can also identify weaknesses and easily find solutions for change for the better in the future.

METHOD

The method used in this research is library research, with a qualitative approach (Mustaqim, 2016). Library research is a research that uses a method of obtaining all information data to locate existing facilities in the library, such as books, magazines, documents, and records of historical stories (Fitria, 2013). From the problems discussed, the researcher uses a philosophical approach. So that the object of the research is Teacher Competence in the Evaluation of Independent Learning. In data collection techniques, the researcher uses documentation materials (Arikunto, 2015). And the researcher himself is the core instrument (Jailani, 2013). The researcher uses content analysis. Content analysis is used to analyze all forms of communication such as documentation materials and others (Sugiyono, 2016). And the data can be obtained, which then the researcher processes the data by reading, recording and analyzing by concluding (S, 2016)

FINDINGS AND DISCUSSION

Steps in Learning Evaluation

The success of an assessment activity is influenced by how well the teacher implements the evaluation procedure. This procedure refers to the steps that must be taken during the evaluation. Therefore, before conducting an evaluation, an evaluator should consider the following steps in learning evaluation:

Evaluation Concept

Evaluation is an activity to gather information about how a policy works, which is then used to determine the right alternative in decision making (Arikunto and Jabar 2010: 2). Darwin stated that evaluation is basically a process to assess the extent to which a policy is able to produce results, namely by comparing the results obtained with the goals or targets that have been set (Mukhtar and Iskandar 2009: 228).

According to Oemar Hamalik, evaluation is defined as a continuous process involving the collection and interpretation of information to assess decisions made in designing a teaching system. This explanation reveals three implications for the meaning of evaluation. First, evaluation is a continuous process, not just at the end of teaching, but also starting before the teaching process and continuing until the end of the learning process. Second, it is related to the evaluation process aimed at a specific goal, namely to obtain answers on how to improve learning. And third, evaluation also requires precision in the use of accurate and meaningful measuring instruments to obtain specific information for decision-making (2002: 210).

In line with this, Uno (2012: 2) defines evaluation as a continuous process carried out by someone to determine a decision regarding the achievement of an activity or program. Evaluation is said to be a process because it is carried out based on certain criteria. Furthermore, evaluation can also be defined as the activity of assigning a value to a specific

quality. Thus, evaluation is the process of determining a decision based on measurement results by comparing them to certain criteria.

Based on this explanation, the author defines learning evaluation as a process that influences decision-making regarding the performance of a learning program on an ongoing basis. In relation to Indonesian language learning, learning evaluation is the ongoing process of collecting and processing information *used* for decision-making purposes. Evaluation here encompasses all learning activities, from planning and implementation to evaluating the learning outcomes themselves, as well as the utilization of those evaluation results.

Evaluation Objectives

According to the Ministry of National Education, the objectives of learning evaluation include: 1) Reviewing the productivity and effectiveness of learning. 2) Improving and refining teacher activities. 3) Improving, refining, and developing learning programs. 4) Detecting difficulties faced by students during teaching and learning activities and finding solutions. 5) Placing students in teaching and learning situations that suit their abilities (UUD RI 2013: 6).

Rukajat mentions six general objectives of learning evaluation: 1) Assessing achievement. 2) Measuring various aspects of learning. 3) As a means of finding out what students want to know. 4) Motivating student learning. 5) Providing information for follow-up. 6) Using evaluation results as a basis for curriculum changes (Rukayat 2018: 13-16).

Based on several opinions, the author concludes that evaluation in Indonesian language learning aims to: 1) Review the extent to which Indonesian language learning activities have been achieved. 2) Review the success and effectiveness of Indonesian language learning activities. 3) Identify areas that need improvement in Indonesian language learning activities. 4) Create a follow-up plan related to the Indonesian language learning program.

Evaluation Function

Arikunto (2010: 37) divides this evaluation function into four parts, namely: 1) Selective Function. To select students with certain abilities to participate in certain programs. 2) Diagnostic Function. To identify strengths and weaknesses in learning and find ways to overcome weaknesses and develop strengths. 3) Placement Function. To group students according to certain conditions as needed. 4) Success Measurement Function. By carrying out assessments or evaluations, it can be determined to what extent a program has been successfully implemented. This can be used in policy making.

According to Oemar Hamalik (2002:147), the evaluation function has 5 aspects, namely: 1) Educational Function. 2) Institutional Function. 3) Diagnostic Function. 4) Administrative Function. 5) Curricular Function.

Evaluation Principles

According to Slameto in (Arifin 2016:33), evaluation has at least seven principles, namely: 1) Integrated. Integrated here means that learning evaluation is directed to complete the system, so that the evaluation results are truly used as a basis for improving a process, both the learning process and teaching. 2) Adopting an active student learning method. In learning, student learning activities are active, not only in learning, student involvement is essential. Furthermore, in evaluation activities, students must also play a role, this is absolutely necessary. At a minimum, evaluation activities must cover the cognitive, affective, and psychomotor domains. 3) Continuity. This means that evaluation activities are carried out continuously. This is expected to describe the actual situation as a whole. In its implementation, evaluation is carried out periodically, at any time, or continuously (Fitrianti 2018:100). 4) Coherence with objectives. Because evaluation is one component in a system, these components must run in tandem. Therefore, evaluation must be related to the learning process and be able to measure the abilities to be measured. 5) Comprehensive. In evaluation activities, the holistic or comprehensive principle is important, where evaluation activities are expected to record the process and results of the process as a whole. 6) Differentiate. Differentiating here is not unfair, but evaluation activities must be adjusted to the level of education and with this evaluation activity educators are able to distinguish successful and unsuccessful processes. 7) Pedagogical. Evaluation activities are directed at educating students

to become better individuals. Therefore, it is hoped that this evaluation activity can be a motivator.

Types of Evaluation

Ramayulis, as quoted by Hanafi et al. (2018:14), states that in general, types of learning evaluation can be distinguished based on 3 scopes, namely: 1) based on objectives including diagnostic, selective, placement, formative, and summative evaluations. 2) based on targets, evaluations are divided into context, input, process, and graduate output evaluations. 3) based on the scope of the learning program, evaluations are divided into evaluations of learning programs, processes, and learning outputs.

Teacher Competence in Evaluation Activities

Teacher pedagogical competence requires teachers to design and implement the learning process, as well as conduct evaluations (Hakim 2015: 2). In every evaluation program, there are at least several things that must be considered, starting from planning, designing, implementing, to utilizing evaluation results (Bhola 1990: 73). Especially in the era of independence, learning, where teachers are given great trust and mandate to plan, implement, evaluate, and follow up on evaluation results. At first glance, the teacher's workload seems lighter. However, this requires serious teacher competence. Teacher competence in terms of evaluation is measured through several evaluation activities, from planning to the evaluation itself (Nchindila and Corrigan 2020: 95).

In evaluation activities, the first step is planning. Educators must be able to plan several things, including identifying needs, selecting evaluation types and strategies, and several other things. The second step is designing the evaluation, which can be done by determining what will be measured and using the measuring instruments to achieve the objectives. The third step is development, which can be done by adding a touch of innovation and creativity to several evaluation components, such as instruments or implementation design. The fourth step is implementation, namely carrying out the evaluation. And finally, evaluation, where what is planned and implemented is interpreted and analyzed.

The evaluation activity itself requires several competencies, including:

Planning.

Before conducting an evaluation, teachers must be able to plan the type of evaluation to be conducted. With the freedom to plan an evaluation, teachers have the right to determine the evaluation activity plan to be carried out. At this stage, the skills that teachers must have in designing an evaluation plan are: a) analyzing needs. b) formulating objectives. c) compiling a grid. d) developing a draft instrument. e) testing and analysis. f) revising. g) compiling the final instrument.

Implementation.

A teacher's ability to implement a prepared evaluation depends heavily on the type of evaluation chosen and its objectives. This includes the teacher's ability to select and apply evaluation techniques, choose appropriate strategies, and so on. At this stage, direct monitoring and supervision are essential to ensure the evaluation proceeds as planned.

Data Processing.

From the evaluation results, data is collected and then processed to find its meaning. The results are then interpreted to inform decision-making.

Evaluation Reporting

After the data is processed and the evaluation results interpreted, the results are reported. This reporting depends on the type of evaluation used. This reporting serves as the basis for policymaking. The principle of transparency is applied in reporting. This means that evaluation results are based on clear indicators and not on data manipulation.

Utilization of Evaluation Results

Evaluation results can be used as feedback for all parties involved in the learning process, both directly and indirectly. The use of these evaluation results is based on predetermined evaluation objectives. In the Independent Learning curriculum, teachers are given the freedom to determine and design their own evaluation activities (Sugiri and Priatmoko 2020: 54), provided that these evaluation activities reflect the overall abilities and

learning processes of students in the classroom, or what we commonly refer to as *authentic assessment*.

CONCLUSION

From the explanation above, it can be concluded that 1) Teachers must have the ability to conduct evaluations, and of course, teachers must be able to plan the type of evaluation to be conducted. With the freedom of teachers in planning evaluations, teachers have the right to determine the plan of evaluation activities to be carried out. At this stage, the skills that teachers must have in designing evaluation plans are: a) analyzing needs. b) formulating objectives. c) compiling grids. d) developing draft instruments. e) trial and analysis. f) revision. g) compiling the final instrument. 2) Teachers carry out the evaluation that has been prepared, depending heavily on the type of evaluation chosen and the objectives of the evaluation itself. The teacher's ability to select, apply evaluation techniques, choose appropriate strategies, and so on. At this stage, of course, direct monitoring or supervision is needed so that evaluation activities run according to plan. 3) Teachers Utilize Results. Evaluation results can be used as feedback for all parties involved in learning, both directly and indirectly. The use of these evaluation results is based on the evaluation objectives that have been previously determined. In the Merdeka Belajar curriculum

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