IMPLEMENTATION OF K13 LEARNING EVALUATION GRADE IV IN PRIMARY SCHOOL AND MADRASAH IBTIDAIYAH

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Abstract
This study aims to analyze the implementation of K-13 learning evaluation for grade 4 SD/MI. The method used in this study is qualitative with descriptive methods and case study approaches. The implementation of this research consisted of conducting interviews involving classroom teachers as resource persons with 5 question points. The curriculum is a reference for all learning activities to achieve educational goals. In its implementation, student learning outcomes are obtained during the learning process and learning outcomes, namely at the time of learning evaluation. The results of the study show that the implementation of the K-13 grade IV curriculum learning evaluation in SD/MI runs as it should, the evaluation has its forms of assessment, at the time of the application the teacher finds obstacles that are obstacles for the student in understanding the material being taught, with these obstacles the teacher tries to find a solution to the problem that exists so that the goal of the teaching can be achieved.
Keywords: Implementation, Evaluation, K-13

Abstrak
Penelitian ini bertujuan untuk menganalisis implementasi evaluasi pembelajaran K-13 kelas 4 SD/MI. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan metode deskriptif dan pendekatan studi kasus. Pelaksanaan penelitian ini terdiri dengan melakukan wawancara yang melibatkan guru kelas sebagai narasumber dengan 5 poin pertanyaan. Kurikulum adalah acuan bagi semua kegiatan pembelajaran untuk mencapai tujuan pendidikan. Dalam implementasinya, hasil belajar siswa didapat pada saat proses pembelajaran dan hasil belajar yaitu pada saat evaluasi pembelajaran. Hasil penelitian menunjukan bahwa implementasI evaluasi pembelajaran kurikulum K-13 kelas IV DI SD/MI berjalan dengan semestinya evalasi mempunyai bentuk-bentuk penilaiannya, pada saat penerapanya guru menemukan hambatan yang menjadi penghalang bagi siswa tersebut dalam memahami materi yang diajarkan, dengan hambatan tersebut guru berusaha mencari solusi dari permasalahan ya ng ada sehingga tujuan dari pembelajan tersebut dapat tercapai.
Kata kunci: Implementasi, Evaluasi, K-13

INTRODUCTION

There are two theories or concepts that build the development of the K-13 curriculum. These two concepts are educational concepts based on standards and curriculum concepts (Baderiah, 2018). In its implementation, student learning outcomes are obtained during the learning process and after the learning process, namely during the learning evaluation (Ina Magdalena, Ismawati, & Amelia, 2021). The results of this study show that the curriculum based on the concept of competency-based development is prepared with the aim of providing learning experiences for students so that students' knowledge, attitudes, and skills can develop (Prasetyo & Hamami, 2020).

The 2013 curriculum is carried out by paying attention to two things, namely: First, the learning process carried out by a teacher such as the process of teaching and learning activities at school, the environment around the school, and the community environment (Tabroni, 2013). Second, experiences that can be used as lessons for students come from past experiences or backgrounds, characteristics and basic abilities possessed by the students themselves (Mahrus, 2013). The learning ability or expertise possessed by an individual student is used as a learning outcome for himself, while the academic ability of all students in a school will be used as a result of curriculum development (Kristiawan, 2019).

At the level of elementary school education or Madrasah Ibtidaiyah every change that occurs in the curriculum starting from the 2006 KTSP curriculum is then upgraded and improved to the 2013 curriculum or often referred to as K-13, the changes that occur in the curriculum are very significant (Muhammedi, 2016). There are several curriculum changes that include scientific learning models, then there are also thematic learning models, as well as conducting authentic learning evaluations (Saylendra & Danial, 2015).

Authentic assessment has a very related relationship and is carried out with a scientific approach which in the application of the learning process is very in accordance with the provisions and meets the learning requirements in the K-13 curriculum (Yunus Abidin, 2016). This is because authentic assessment itself can describe and show improvements in the learning ability and skills of a student, ranging from observation, reasoning activities, conducting experiments, building and unifying related relationships and others (Pantiwati, 2016). Authentic assessment focuses its attention on complex and contextual tasks and obligations that require a student to demonstrate and highlight their own abilities and expertise towards more authentic management (Nisrokha, 2018).

In addition, to produce and develop the learning ability and expertise of their students, a teacher must know and understand the characteristics of his students one by one very well (Ahmad & Medopa, 2020). From there, the teacher can design and determine what kind of learning method is suitable to be used when carrying out teaching and learning activities (Afandi, Chamalah, & Wardani, 2013). Teachers must ensure that the learning methods that will be applied can help the student learning process, so that when teachers will conduct an assessment stage or evaluate learning outcomes, all students are able to

pass well through each evaluation process activity. Thus, teachers will also get good final results and in accordance with expectations (Ananda, 2019).

It has often been found that students fail to carry out the assessment or evaluation process with one of the factors causing it is the teacher's lack of attention to their students, in which case there are some teachers who do not observe and understand well the character of their students, so that the teacher will design and determine how to learn at will and even lean towards a more practical way of learning (I Magdalena, Nisa, & Sari, 2021). Then in its application, the teacher will continue to continue his learning material without observing the level of student understanding related to the material being studied and not achieving the predetermined learning objectives (Lidi, 2019).

METHOD

This study uses a descriptive qualitative methodology (Sugiyono, 2016). The element shown is the difference between the observed results and the observation results that are contrasted with the benchmark, in this case the national education standards applied in the implementation of K-13 learning evaluation. Meanwhile, observations are carried out with the help of tools that have been validated to ensure the state of school infrastructure, learning lesson plans, learning processes, assessment documents, and student learning outcomes. The device is collected from the evaluation tool using the documentation from the evaluation tool. The stages of data reduction, data presentation, and conclusion drawing are used in data analysis with a descriptive qualitative approach. Conducting data analysis of the triangulation approach. Principals, teachers, students, and staff members, all in fourth grade participated in the study of the triangulation approach to examine the data. Principals, teachers, students, and staff members, as research subjects.

RESULTS AND DISCUSSION

By the research method used by the researcher, namely the descriptive qualitative research method, the researcher used a data collection technique (TPD) by conducting interviews with several fourth-grade teachers of Elementary School/Madrasah Ibtidaiyah in different schools. Then the results of the interviews or responses given by the teachers will be used as a reference to determine the results of observation, implementation or application of learning evaluation of grade IV students of SD/MI. To find out the level of learning ability and expertise possessed by students, it can be seen and observed directly during teaching and learning activities (Wibowo, 2016). From there, teachers can assess the level of learning ability and skills that have been mastered by their students. During conducting interview research with several fourth-grade teachers of Elementary School/Madrasah Ibtidaiyah in different schools, the researcher conducted direct interviews by providing five questions that had previously been prepared by the researcher to be asked to several fourth-grade teachers from different schools. The questions used by the researcher will be used as observation material in conducting implementation research or the application of learning evaluation in grade IV SD/MI.

The five questions prepared by the researcher contain questions about students' learning abilities and how teachers evaluate learning in grade IV students of SD/MI. Based on the results of the interviews that have been conducted, the researcher obtained the results and responses given by several teachers of grade IV SD/MI, from all the questions that have been asked by the researcher. The following are the results and responses given by grade IV elementary / middle school teachers.

Based on the K-13 curriculum that has been designed and developed in such a way and has been enforced and started to be used in schools in 2014, it is inevitable that forcing and encouraging every teacher to get out of the comfort zone has become a learning habit that has been implemented, teachers are required to change the learning pattern that has been implemented so far (Julfahnur, M., Diana, & Khalik, 2013). Then teachers must learn and re-understand from the beginning the new learning concept applied to the K-13 curriculum (Dhani, 2020).

In addition to changing learning patterns, teachers must also change the way they evaluate students in accordance with the learning patterns of the K-13 curriculum (Hidayani, 2016). A good learning pattern and in accordance with the curriculum greatly affects the results of evaluations carried out by students (Mahdiansyah, 2019). In the learning pattern, there are learning models, learning methods, learning approaches and learning media that must be adjusted and developed by teachers in each learning material (Purnama, 2008). Teachers are required to be able to match learning models, methods, approaches and media in accordance with the learning materials. This is done with the aim of improving the quality of learning skills and honing the skills that students have (Nuraeni, 2014).

The problems faced by the teachers above are a challenge for every teacher, where teachers have to try harder to adapt to the new atmosphere that occurs. So that the way to evaluate it is also carried out in a new way. However, each teacher has its own way and form in evaluating the learning outcomes of their students. Based on the results of interviews with resource persons, the researcher found several ways for teachers to conduct evaluations, namely, teachers who conduct evaluations using several knowledge tests, namely in the middle of the semester (PTS) and at the end of the semester (PAS), daily assignments, repeating themes or subjects where the evaluation is carried out to determine and see the results of the learning process that has been carried out during one semester.

Then there are also teachers who evaluate by giving quizzes to students at the end of each lesson, meaning that the teacher will evaluate students before closing the lesson. This evaluation is carried out to see the progress of the development of students' abilities and learning goals every day. In addition, there are also teachers who evaluate not only by assessing knowledge but also by assessing attitudes and behaviors. Thus, teachers will take value from observing the behavior patterns of students in class every day. So that by observing the behavior of the students, teachers can understand more deeply the

characters of each student. All of the ways teachers evaluate the above will be used as an assessment of student learning outcomes during the learning process of one semester.

In conducting evaluations, teachers found several obstacles or obstacles in its implementation, such as the absence of students' desire to learn because it is inevitable that there are some students who are lazy to learn with several kinds of causes. Not only that, the teacher also found some students who had difficulty understanding the learning material, so the teacher had to repeat the learning material and improve the teaching pattern so that students could understand the material delivered by the teacher. There are also often some elementary/middle school students who are ignorant or indifferent to lessons because there are some students who are not able to put their obligations and responsibilities as a child and students where students will be more fond of playing until they forget that as a student they must study diligently.

Another obstacle that is often encountered is the lack of optimality of teachers when delivering learning materials because teachers are not good at placing learning methods, models, and media that are by the material to be taught. Then this will have an impact such as students who are less enthusiastic and lack of interest in learning in students, in the end students do not take an active role in learning activities. Of all the obstacles faced by teachers above, teachers try to find solutions to overcome these obstacles, namely by providing motivation and fostering a spirit of learning to students. In addition, teachers must also delve deeper into the characteristics of each student so that teachers can determine the right learning pattern, namely being able to determine models, methods and learning media that are in accordance with the character of students in the classroom so that students can play an active role in learning activities.

Teachers must also be able to map the condition of their students into groups that easily understand the material and are less able to understand the material, so that teachers can find better solutions and ways of learning (Arianti, 2019). Then teachers must be smarter and able to use and develop media, models and learning methods that can attract students' attention and interest in learning by adjusting classroom conditions (Andi Mustika Abidin, 2019).

The ability to use learning time must also be mastered by teachers because good use of time will make the learning process more orderly and neatly organized, so that students in the classroom will not experience confusion about the material learned during learning activities in the classroom. Some teachers also said that by implementing learning evaluation in the classroom, several goals of K-13 learning can be achieved because by evaluating learning through knowledge tests, the questions used have been made in accordance with the material that has been taught. In addition, by evaluating learning, teachers can measure the level of student understanding of the learning materials that have been delivered by the teacher.

CONCLUSION

Based on the results of the study, it can be concluded that the application of learning evaluation in the K-13 curriculum is usually applied by conducting knowledge and skill tests where the forms of evaluation include assignments or daily assignments, two-period assessments in the middle and end of the semester or commonly called mid-semester assessments (PTA) and end-of-semester assessments (PAS), exams per theme, per subject, and quizzes at the end of learning. However, during its implementation, teachers also found obstacles, namely the absence of willingness from students to learn, students have difficulty understanding the material, lack of learning time, ignoring and not paying attention to explanations from teachers, enjoy playing with their world, students are also less active and, teachers are less able to place methods, models, learning media under the material taught, In addition, students have not been able to place their obligations and responsibilities as children and students.

From some of the obstacles above, teachers try to find solutions to these mistakes. Teachers find solutions, namely by providing motivation and fostering the spirit of learning from students, teachers must better understand the characteristics of each student, teachers must also be able to determine models, methods, learning media that adjust the characters of their students, teachers place students in groups that are easy to understand the material and those who are less able to understand the material, teachers must also be smarter in using models, learning methods and media that attract the attention and interest of students, the ability to utilize time is also needed from the teacher. By implementing learning evaluation in the classroom, the goal of the learning process can also be achieved by adjusting the questions given to students so that teachers can know and measure the level of student understanding of the material being studied.

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