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CLASSROOM-BASED ASSESSMENT IMPLEMENTED BY HIGH SCHOOL TEACHERS TO IMPROVE STUDENTS' ACHIEVEMENT IN LEARNING

Oleh

Ida Ayu Made Sri Widiastuti

Universitas Mahasaraswati Denpasar

E-mail: idaayuwidia@unmas.ac.id

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Abstract: Assessment must be conducted in the classroom and carried out as an integrated part of the teaching and learning process. This study determines the types and challenges of implementing classroom assessments in senior high schools. This qualitative study was conducted by interviewing selected high school teachers, and direct classroom observation was conducted to ensure the validity and reliability of the information related to the classroom assessment. This study found that teachers intensively conducted classroom assessments to know the student's learning progress and to maintain the high quality of learning and teaching processes. The teachers conduct Several types of assessments, such as performance Assessments, self-assessments, essays, portfolios, and project-based assessments. This study implies that teachers should continually implement classroom assessment intensively to improve students' achievement in learning.

INTRODUCTION

Teaching, learning, and assessment are learning components that must be addressed and conducted appropriately. Assessment measures an educational program's achievements, planning and implementation, providing and improving teacher capabilities, educational management, and overall educational reform. Assessment is a process of obtaining information in any form that can be used to make decisions about students, the curriculum, learning programs, school climate, and school policies (Maba et al., 2023). Furthermore, assessment is an activity for collecting information on student learning outcomes obtained from various types of bills and processing this information to assess learning outcomes and the development of student learning outcomes (Widiastuti & Saukah, 2017).

Classroom-based assessment is collecting, reporting, and using student learning information from measurement activities that are analyzed to know student performance in carrying out learning tasks. Classroom-based assessment is also carried out to obtain and make practical information on student learning outcomes during or after learning activities occur (Maba et al., 2018). Then, a class-based assessment is used to measure the success of a learning program.

Assessment is a process of collecting data to make decisions about an object. Classroom-based assessment is the process of collecting and using information and student learning outcomes carried out by teachers to determine the level of achievement and mastery of students towards predetermined educational goals, namely competency standards, essential competencies, and indicators of learning achievement contained in the curriculum (Mantra et al., 2022). Before conducting the assessment, teachers should teach effectively and learn using innovative learning methods (Widiastuti et al., 2022).

Classroom-based assessment is a teacher activity related to decision-making regarding the achievement of competencies or learning outcomes of students participating in the learning process (Gaylard Baleni, 2015). For this reason, data is needed as information that can be relied upon for decision-making. Class assessment is a process carried out through planning steps, preparing assessment tools, collecting information through several pieces of evidence showing student learning outcomes, and managing and using information about student learning outcomes. A competency-based assessment is an assessment carried out to determine a person's competency. Competency is an individual attribute of students. Therefore, competency-based assessment is individual and often classroom-based (Kirby & Merchant, 2020).

This assessment technique must be able to reveal special abilities and develop students' abilities, so when choosing an assessment technique, you must also consider its benefits for students' feedback (Widiastuti et al., 2021). Therefore, when interpreting assessment results, you must be careful, avoiding various limitations that stem from the subjectivity of the assessment implementer. Several characteristics of classroom-based assessments include: a) involving students in tasks that are necessary, interesting, useful, and relevant to life; b) looks and feels like a learning activity, not a traditional test; c) engages Skills high-level thinking and includes broad knowledge, d) makes students aware of what they have to do and will be assessed, e) is an assessment tool with a standard background, not a standardized assessment tool, f) is student-centered not teacher-centered, and g) can assessing students with different abilities, learning styles, and cultural backgrounds (Mantra et al., 2019).

Classroom-based assessment is a teacher activity related to decision-making regarding the achievement of competencies or learning outcomes of students who follow a specific learning process (Amelia, 2019). For this reason, data is needed as information that can be relied upon for decision-making. This decision is related to whether or not students have succeeded in achieving competency. The quality of education is primarily determined by the school's ability to manage learning activities that occur in the classroom. The results of student learning activities are cognitive, affective, and psychomotor abilities (Handayani et al., 2021).

Classroom-based assessment collects, reports, and uses information about student learning obtained through measurement to analyze or explain student performance or achievement in carrying out related tasks. The assessment process includes collecting evidence that shows the achievement of student learning outcomes (Shobeiry & Baktash, 2022). Furthermore, classroom-based assessment is an activity carried out to obtain and make adequate information about student learning outcomes in class during or after learning activities occur. Data or information from class-based assessments is evidence that

can be used to measure the success of a learning program.

Based on interviews conducted with several teachers in high school, the benefits of implementing classes include: (1) this classroom assessment can describe the extent to which a student has mastered a competency; (2) the basis for implementing evaluation of student learning outcomes to help students understand themselves, make decisions about next steps, both for program selection, personality development, and majors, in this case closely related to the role of teachers as educators and mentors; (3) finding learning difficulties and possible achievements that students can develop and as a diagnostic tool that helps educators determine whether a student needs to take remedial treatment or needs an enrichment program; (4) as an educator's effort to find the advantages and disadvantages of the learning process that has been carried out or is currently underway.

Several previous studies also found that classroom assessments can be used as a basis for determining the following steps to improve the learning process to improve student learning outcomes and control for teachers as educators and all stakeholder education within the school scope regarding a description of the progress of the development of student learning processes and outcomes. There are implications with the application of competency standards in the assessment process carried out by teachers, both formative and summative, which must use reference criteria. Therefore, this research is fundamental based on the description above and considering the importance of classroom assessments being carried out appropriately.

RESEARCH METHOD

This research uses a qualitative approach with a descriptive design to provide an overview of the implementation of classroom-based assessments carried out by teachers in high schools. Qualitative research produces descriptive data in the form of written or spoken words from people and observable behavior (Ary et al., 2018). In qualitative research, the type of data source in human research is generally respondents. The position of the data source in the form of a resource person has a vital role as an individual who has the information (Cohen et al., 2018). Data was collected using interviews and documentation. The instruments used to collect data include interview sheets containing questions, documentation sheets, and others as support. The data is done by organizing the data, describing it into units, synthesizing it, arranging it into patterns, choosing what is essential and what will be studied, and making conclusions. Data analysis in qualitative research is carried out when learning activities are collected and after completing data collection within a certain period. At the time of the interview, the researcher had carried out an analysis of the interviewee's answers. After data collection and processing, the next step is to analyze the data. Descriptive statistical data analysis is used in this research. Descriptive analysis describes or provides an overview of the object under study through sample data, as well as comprehensive analysis and making generally accepted conclusions.

RESULTS AND DISCUSSION

Assessment in the learning system is necessary, as mentioned above. Classroom-based assessment is one form of evidence that can be used to measure the success of an educational program. Specifically, classroom-based assessment can be interpreted as a process of collecting, reporting, and using data and information about student learning

outcomes to determine the level of achievement and mastery of students toward predetermined educational goals. Various techniques can be used to collect information about students' learning progress related to the learning process and learning outcomes. In principle, this information-gathering technique assesses students' learning progress based on competency standards and essential competencies that must be achieved. The following are the results and discussion of the research results which can be represented as follows:

Teacher	Interview Excerpt	Assessment Implemented
Teacher 1	Classroom assessments must be carried out well. I carry out classes consistently, such as performance assessments, self-assessment, essays, portfolio assessments, and projects. However, I more often provide performance-based	Performance Assessment, Self-assessment, Essay, Portfolio Assessment, Project
Teacher 2	I always carry out classroom assessments every time the learning process occurs. The assessments carried out are performance assessments and essays. I periodically carry out portfolios, project assessments, and self-assessments.	Performance Assessment, Self-assessment, Essay, Portfolio Assessment, Project
Teacher 3	My students are thrilled when given project-based assessments because they like learning outside the classroom, but I also carry out performance assessments, essays, and self-assessments.	Performance Assessment, Self-assessment, Essay, Portfolio Assessment, Project
Teacher 4	An effective learning process can be carried out based on the assessment results. Therefore, I completed an essay assessment and a performance, portfolio, and self-assessment.	Performance Assessment, Self-assessment, Essay, Portfolio Assessment, Project

Based on the interview results, performance assessments are critical in the classroom. Performance assessment is an assessment that focuses on processes. Performance assessment of student learning includes all assessments in writing, products, or attitudes except multiple choice, matching, true-false, or short answer forms. Performance assessment gives students the opportunity to show their performance, not to answer or choose an answer from a list of possible answers that are already available. Performance assessment is based on the results of the assessor's observations of student activities as they occur. Assessments are carried out on student performance, behavior, or interactions.

Performance assessment is a procedure that uses various tasks to obtain information about what has been done in a program and to what extent. Monitoring is based on performance demonstrated in completing a given task or problem. The results obtained are a result of this performance. Performance assessment is product tracking in process. This means that the work results shown in the program implementation process are used to monitor the progress of the program's achievements (Widiastuti et al., 2021).

Performance assessment has three main components: performance tasks, performance rubrics, and assessment methods (scoring guide). A performance task is a task that contains a topic, task standards, task description, and task completion conditions. A performance rubric is a rubric that contains the components of an ideal performance, as well as descriptors for each component. There are three ways of assessing performance: (1) holistic scoring, namely giving a score based on the assessor's general impression of the quality of performance; (2) analytic scoring, namely giving scores to aspects that contribute to performance; and (3) primary traits scoring, namely giving a score based on several dominant elements of a performance (Brown & Abeywickrama, 2010).

Based on interviews, teachers often carry out essay assessments because they are straightforward to carry out in class. Preparation for carrying out the essay assessment requires an essay test. An essay test is a form of written test, the composition of which consists of question items, each containing a problem and requiring students to answer through word descriptions that reflect the students' thinking abilities. The essay test commonly used in schools has a broad meaning, namely that it not only measures students' ability to present personal opinions but also demands students' abilities in completing calculations, analyzing problems, and expressing opinions. Essay tests require students to organize, formulate, and present their answers. This means that students do not choose answers but provide answers in their own words freely.

Essay tests can be classified into two forms, namely open-answer essay tests and limited answers, and this depends on the freedom given to students to organize or arrange their ideas and write down their answers. In open-answer or broad-answer essay tests, students demonstrate their skills. Essay tests can measure learning outcomes at a higher or more complex level. Essay test items allow students to organize, analyze, and synthesize ideas, and students must develop their thoughts and write them in a structured or organized form (Widiastuti, 2018).

Based on interviews, all teachers carry out portfolio assessments because portfolio assessments enable teachers to know the progress of student competency. A portfolio is a collection of student work that shows their efforts, development, and skills in one or more areas. This collection should include student participation in content selection, selection criteria, assessment criteria, and evidence of self-reflection. Portfolios include a variety of examples of student work depending on the breadth of objectives. A portfolio is a systematic collection of someone's work. A portfolio is a selection of objects/items from human intelligence and records of reflection results that present professional experiences, competencies, and developments over a certain period.

It was also stated that a portfolio can be a file folder, a box, or a container that is more than just a meaningful collection of evidence. The portfolio should be structured based on its objectives. Therefore, recording when an artifact is produced is very important so that the program's progress can be seen clearly. The assessment criteria in portfolio

assessment must be communicated to students. These criteria, in this case, include assessment procedures and standards. Assessment rubric used by teachers to assess student performance. The portfolio folder is the material that the teacher will access. In general, several things that must be in the portfolio folder consist of three learning components: Planning, Implementation, and Analysis (Mak & Wong, 2018).

The interview results show that teachers also often carry out project assessments because most students like assignments that are carried out outside the classroom. Project assessment is an assessment activity of a task that must be completed within a specific period/time. In projects, students have the opportunity to apply their skills. In project assessment, there are at least 3 (three) things that need to be considered, namely as follows: (1) Management Ability, namely students' ability to choose topics, search for information, manage data collection time, and write reports; (2) Relevance, namely suitability to the subject, taking into account the level of knowledge, understanding and skills in learning, (3) Authenticity, namely the project carried out by students must be the result of their work (Mantra et al., 2023).

The project phase is usually carried out, namely having several main phases, including (1) Planning Phase; in this phase, the teacher prepares a Project Assignment which contains the theme or topic of the project and instructions about what students must do; (2) Development Phase; in this phase, students search for materials, modify scripts, discuss with experts, practice guided or independent; and (3) Final Phase; In this phase, students display the results of their work. The assessment can be done using tools/instruments like checklists or assessment scales.

Based on interviews, it was also found that self-assessment is a way to look inside oneself. Through self-assessment, students can see their strengths and weaknesses, and these shortcomings become a goal for improvement. In this way, students are more responsible for the process and achieving their learning goals. Self-assessment is a way to foster a sense of ownership, namely an understanding that what students do and produce is indeed helpful for themselves and their lives.

Based on the interview results, the teacher allows students to reflect on themselves and discover their abilities based on their analysis. The assessment is a self-assessment (Yan & Carless, 2022). Self-assessment is an element of metacognition that plays a vital role in learning. Therefore, Rolheiser and Ross recommend that students be trained to do it so that assessment can run effectively. The two researchers proposed four steps in practicing self-assessment, namely: (1) involve all components in determining assessment criteria, (2) ensure all students know how to use these criteria to assess their performance, (3) provide feedback to them based on the results of their self-assessment, and (4) direct them to develop their own goals and subsequent work plans.

The first step is to determine the assessment criteria. Meetings in the form of socializing learning objectives and brainstorming are very appropriate. These criteria are accompanied by how to achieve them. In other words, the assessment criteria are the product, while achieving these criteria is monitored using a self-assessment checklist. Developing assessment criteria is the same as developing an assessment rubric in performance assessment. A self-assessment checklist is developed based on the nature of the goal and how to achieve it.

Some limitations of classroom-based assessment include the following: (1) For measuring a construct, primarily an abstract psychological construct, there is no single approach that can be applied and accepted universally, including in assessment activities which aim to measure the learning process and students' understanding of a set of required material, (2) Measuring psychological aspects includes measuring Learning processes and outcomes are generally developed based on limited behavioral samples, (3) It is necessary to understand that the measurement results and values obtained in the assessment of learning processes and outcomes contain errors, (4) Defining a unit that concerns psychological quality/ability on a scale measurement is a pretty complicated problem, considering that the reality of learning outcomes is a quality of students' understanding of the material, (5) Psychological constructs including learning processes and outcomes cannot be defined singly or independently, but are always related to other constructs. Thus, carrying out the assessment requires seriousness and high accuracy to reduce these various limitations.

Classroom-based assessment has several advantages, including (1) In classroom-based assessment, data collection as information on learning progress both formal and informal, must always be carried out in a pleasant atmosphere; (2) The learning outcomes achieved by students are not to be compared with the learning outcomes of other students or group achievements, (3) Gathering information in classroom-based assessments must be carried out using a variety of methods, carried out continuously so that a complete picture of student's abilities can be detected more thoroughly and accurately; (4) In its implementation, students are not only trained to choose the available answers but are required to be able to explore and motivate themselves to mobilize their potential in handling and solving the problems they face; (5) The process of collecting information to be able to determine whether there is learning progress achieved by students and whether or not students need to be assisted in a planned, gradual and continuous manner.

Learning assessments are helpful for (1) providing a complete explanation of the learning targets that can be explained. Before educators conduct assessments on their students, they must first know the student's level of knowledge and the information needed about their knowledge, skills, and performance. The knowledge, skills, and performance of students required in learning are called targets or learning outcomes; (2) choosing assessment techniques for the needs of each student, if possible, the teacher can use several indicators of success for each learning target; each learning target requires the selection of different assessment techniques; (3) choosing an assessment technique for each learning target. The choice of assessment technique must be based on practical needs in the field and efficiency.

The objectives of implementing classroom-based assessments include: 1) educators can find out to what extent students can achieve the required competency level; 2) provide feedback to students so that they no longer need to postpone or wait for semester exams to be able to find out their strengths and weaknesses in the process of achieving competency; 3) teachers can also continuously monitor the learning progress achieved by each student; 4) as feedback to improve the learning process; 5) as a basis for choosing alternative types and assessment models which are appropriate to be used in specific materials and certain subjects; 6) as information to parents and school committees about the effectiveness of education (Widiastuti, 2018).

Classroom-based assessments are carried out in an integrated manner with learning activities. Assessment can be carried out in formal and informal settings, in and outside the classroom, integrated into learning activities, or at particular times. Based on this research, the benefits that can be obtained from classroom-based assessment include providing feedback on the implementation of short-term teaching programs carried out by teachers so that it is possible to make corrections to the implementation of learning programs that have been created. In the principles of classroom assessment, the priority is competency standards; competency is a combination of knowledge, skills, values, and attitudes, which are reflected in habits of thinking and acting. A person competent in a particular field knows but can also understand and appreciate that field reflected in daily behavior patterns.

CONCLUSION

Classroom-based assessment collects and reports student learning outcomes by applying the principles of assessment, continuous implementation, and authentic, accurate, and consistent evidence. Classroom-based assessment identifies the achievement of competencies and learning outcomes, expressed through clear statements about standards that must be and have been achieved, along with maps of student learning progress and reporting. By assessing learning outcomes, teachers will benefit significantly from implementing appropriate improvement programs. If it is found that most students fail, it needs to be reviewed again. Class assessments involve students in tasks that are important, interesting, valuable, and relevant to their real lives, involve high-level thinking skills, and cover broad knowledge, making students aware of what they must do to be assessed.

Classroom assessment is student-centered rather than teacher-centered and can assess students with different abilities, learning styles, and cultural backgrounds. Classroom assessment is expected to move students into a particular task. It can stimulate students to complete the task well and help them prepare more thoroughly for completing the following assignments. Classroom assessments can support the learning process firmly using authentic assessments such as performance assessments, self-assessment, essays, portfolio assessments, and projects. This research implies that teachers should continuously conduct classroom assessments so that the learning process runs effectively.

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