

Analysis of the Operational Work Procedures of Teacher in English Assessment at SMA YP PGRI 3 Makassar

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ABSTRACT

This research aims to analyze the operational workflow of teachers in evaluating English learning at SMA YP PGRI 3 Makassar. The study employs a qualitative research method with data collection techniques in the form of interviews. The findings reveal that the evaluation system at SMA YP PGRI 3 Makassar is implemented in accordance with the applicable curriculum, namely the Merdeka Curriculum during a one-semester simulation period. The evaluation process covers planning, implementation, and reporting. Planning involves the development of teaching modules that include assessment rubrics for cognitive, affective, and psychomotor domains. Teachers also consider the results of previous evaluations to improve the effectiveness of assessments. Implementation utilizes various assessment techniques, including written and oral tests, assignments, observations, and practical demonstrations. The evaluation of affective aspects is conducted through direct observation and classroom interactions. Psychomotor evaluation is assessed through practical exercises and projects. Reporting involves compiling data on student achievement and submitting it to the school administration and parents. The report includes scores, grades, and comments on student performance and behavior. Regular meetings are held to discuss student progress and make decisions regarding promotions and graduation.

Keywords: *Assessment Planning, Assessment Implementation, Assessment Reporting, English Subject*

INTRODUCTION

Accurate and precise assessment is very important to be applied at every level of education in the learning process to produce a superior and competent generation (Imamuddin, 2020; et al) in (Imamuddin & Isnaniah, 2022). With the right assessment method, it will provide an overview of the quality of learning that has been carried out and become a benchmark for the level of competence of students. The results of the assessment help teachers to know the improvement of students' abilities and know the aspects that still need to be improved. Thus, it is very important for educators to have an assessment system that is clear as well as directed and in accordance with the conditions of the learners. According to Magdalena et al., (2020) implementing the right evaluation system will have an impact on creating an improved quality of learning strategies where teachers are able to plan well based on the evaluation of learning outcomes.

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This study is a research on the assessment system of student learning outcomes in English subjects. Teachers carry out operational work procedures in learning evaluation, starting from preparation or assessment planning, implementation of assessment and teacher reporting on student learning outcomes. In addition to proper assessment planning, the implementation of assessment is also very important. The process of implementing the assessment varies according to the needs of the aspects to be assessed. Basic competencies and other teaching programs will be achieved with the use of appropriate assessment techniques according to the needs of students and other aspects of need (Setiadi, 2016).

According to the National Education Standards Agency (BSNP) in (Salamah, 2018) standards for processing and reporting assessment results such as, (1) Each component assessed is determined and given a score (2) scores from various approaches with certain weights are combined using predetermined rules for combining scores from various approaches with certain weights. (3) Determine the numerical value for each subject and submit the value to the homeroom teacher to be written in the education report book of each student. (4) Educators write narrative descriptions of the noble character, personality and potential of learners to homeroom teachers. (5) In the teachers' council meeting to determine grade promotion, the educator and homeroom teacher present the assessment results to the council. (6) Educators together with homeroom teachers submit assessment results to the board of teachers to determine the graduation of students at the end of the education unit by considering the graduation requirements of the education unit. (7) Educators together with homeroom teachers submit evaluation results to parents/guardians. Thus, starting from the stages of planning, implementing, to reporting assessment is very important to be carried out appropriately, so this research seeks to analyse how the assessment system in English language learning is carried out at school.

METHODS

Research methods are scientific techniques for collecting data with the aim of describing, proving, developing, and discovering theories and knowledge to understand, solve, and anticipate problems that arise in human life (Sugiono, 2012) in (Satriawan, 2023). This research is qualitative research using data collection techniques in the form of interviews. To obtain primary data, interviews are a commonly used technique in interpretive and critical research (Bastian et al., 2018). Previously, researchers communicated by conducting licensing to carry out direct interviews with the school. After

obtaining permission and determining the interview schedule, the researcher carried out the research by interviewing through open-ended questions about assessment planning, implementation, and reporting at YP PGRI 3 Makassar High School. According to Popping (2015), questions that are answered by respondents purely in their own words and opinions without having a specified answer are called open-ended questions. The researcher conducted the interview together with the English subject teacher. During the interview process, the researcher documented the interview activities by recording the sound to analyse the data and observed the learning module to find more detailed information.

RESULTS AND DISCUSSION

Before entering the planning, it is necessary to inform that the curriculum implemented is the Merdeka curriculum which was implemented during the semester, this is due to the transition period from the 2013 curriculum to the Merdeka curriculum. Researchers choose an assessment in grade ten of high school.

Assessment Planning

Before starting the learning process, there is a preparation of teaching modules. According to the interviewee, the teaching module is compiled based on books and other sources that may be needed during learning, including how to assess each material from the learning resource. The module includes an assessment rubric that leads to cognitive, affective, and psychomotor assessments. The module is prepared by allocating assessment time, both for daily tests, midterm tests, and end-of-semester tests.

In preparing the learning module, not only the material that needs to be considered but also of course the direction of the assessment and the type of assessment that is appropriate, in the form of questions that are appropriate for various materials in the teaching material. According to Nurdyansyah & Mutala'iah (2015), teaching materials consist of material, procedures, limits, and evaluation techniques that are systematically designed and attractive.

In terms of cognitive, in assessment planning teachers conduct various evaluations based on the results of previous assessments, where planning is carried out to complement the shortcomings of the previous learning outcomes, where several forms of questions are found that are less effective, so in the next planning not only one type of question form but several forms of questions will be applied to avoid further inadequate learning outcomes. The resource person also added that during the

transition period teachers faced difficulties in assessing speaking, listening and other skills. This is because the books used for the Merdeka curriculum simulation mostly focus on pictures and videos, which means only visual elements. She overcame this by developing her own appropriate assessment methods to cover all four components of language skills.

According to Maulinda (2022) in the independent curriculum, teachers are required to innovate and have the ability to think creatively in developing teaching modules when making learning tools. In addition to cognitive aspects, there are affective and psychomotor aspects, so planning is done based on the module, which has its own assessment rubric. Teachers plan what aspects of affective assessment to achieve in a particular phase and what abilities to improve based on the material that has been compiled. Teachers also convey learning contracts to students about what will be assessed both from attendance, attitude, and activeness in class at the beginning of learning.

In addition, the interviewee admitted that at SMA YP PGRI 3 Makassar, supervision for teachers is often held, where this activity develops and improves the quality of teaching educators, one of which is reviewed in Supervision is the teaching module.

Assessment Implementation

Assessment is carried out based on the module that has been prepared previously. The first is from an affective point of view. Based on the informants' information, the technique used in the assessment is in the form of tests. The tests are in the form of written tests, oral tests, and structured assignments. For example, in the midterm assessment, students are given written items in the form of essays, multiple choice questions, matching pictures and others. Essay questions are in the form of structured essays. Another example of a question is filling in a blank sentence. Scoring on assessments using tests is given a weight of 1 point for each correct answer. Teachers also often use online applications such as Quizziz and others to support learning and as a tool for assessing students' abilities. This is in line with the opinion of (Putri et al., 2022) which says that written tests, oral tests, and assignments are used to assess students' knowledge.

The Second is the form of implementation of affective assessment is non-test, according to the informant, it is carried out during class and outside the classroom, such as how students behave towards other students, how students behave towards teachers, and how disciplined students are. Affective assessment is also carried out usually on psychomotor assessment. Teachers conduct affective assessment through tools in the form of direct observation.

The types of student attitudes and interests, such as confidence, responsibility, courtesy, discipline, honesty, and cooperation, are highly correlated with the assessment of the affective domain, according to (Tausih. T, 2021) in (Akbar et al., 2016).

Third, the implementation of psychomotor assessment is in the form of non-testing. According to information from sources, most psychomotor assessments are in the form of practical demonstrations. Most practical assessments are carried out on daily tests such as the listening ability test, speaking ability test, reading ability test, and writing ability test. The resource person emphasized that if the teaching material is related to images, the teacher assigns students to draw as a form of practical performance, for example drawing healthy food. Learners are also assigned to make videos which then the results in the form of video recordings are assessed, besides that there are presentation activities which are also the realm of psychomotor assessment of students.

According to Putra S. (2012) in (Nurjanah, 2019) the psychomotor domain is the domain that includes the skills and ability to act that a person has after learning something.

For additional information, here is the form of the assessment rubric, based on the teacher module:

1. Writing

Number	Students' Name	Aspect of assessment		Final Score
		Content	Grammar	
		1-4	1-4	
1				
2				
3				
4				

a. Content:

1. Very good (4) = content delivered as requested
2. Good (3) = content delivered with minor changes
3. Fair (2) = the content is less in accordance with the request
4. Poor (1) = the content delivered is different from the request

b. Grammar :

1. Very good (4) = writing with correct grammar
2. Good (3) = few grammatical errors
3. Fair (2) = less precise grammar
4. Poor (1) = many grammatical errors

c. Assessment score

Content + Grammar = Score

Score conversion formula

$$\text{Score} = \frac{\text{Total Score Earned}}{\text{Total Maximum Score}} \times 100$$

2. Performa/Speaking

Number	Students' Name	Aspect of assessment			Final Score
		Pronuciation	Fluency	Intonation	
		1-4	1-4	1-4	
1					
2					
3					
4					

a. Pronunciation

1. Very good (4) = pronounced correctly
2. Good (3) = few pronunciation mistakes
3. Fair (2) = not pronounced correctly
4. Poor (1) = many speech errors

b. Fluency

1. Very good (4) = reading is delivered smoothly
2. Good (3) = the reading is delivered with a slight hitch
3. Fair (2) = the reading is delivered with stammering
4. Poor (1) = the passage is recited with many mistakes

c. Intonation

1. Very good (4) = intonation is sounded correctly
2. Good (3) = few intonation mistakes
3. Fair (2) = intonation is less correct
4. Poor (1) = many speech errors

d. Assessment score

Content + Fluency + Performance = Score

Score conversion formula

Content + Fluency + Performance = Score

Score conversion formula

$$\text{Score} = \frac{\text{Total Score Earned}}{\text{Total Maximum Score}} \times 100$$

Assessment Reporting

Assessment reporting includes a report that contains the achievements and achievements of students, which contains scores that have exceeded the minimum limit of completeness (Reni & Bulan, 2019). Assessment reporting is carried out at the end of the semester. Based on the information obtained, the minimum value of completeness is 77 for English subjects, so students who do not complete will be reported to the teacher council. Meetings are held to discuss and report on students' learning outcomes. In addition to periodic reporting through scheduled meetings, there is also reporting through a group devoted to periodically reviewing student learning outcomes. The results of the discussion are then forwarded to each homeroom teacher. Each subject teacher including for subjects is required to provide reports on the development and learning outcomes of students. Where the results of the discussion will determine grade promotion. Assessment reporting starts from reporting students' cognitive, affective and psychomotor abilities. Attendance, attitude, and discipline also add to the value of student learning outcomes. The entire accumulation of assessment results will then also be reported to the parents / guardians of students and other important parties.

The resource person provided information that all students' learning outcomes are reported through filling in the table provided and then filled in according to the data on the learning outcomes of each student. Then, when finished, the document is submitted and collected to the curriculum. Reporting student learning outcomes must be in accordance with the conditions and learning outcomes of students in the field and not manipulated. The facts displayed are in the form of information derived from personal experiences and objective observations by the report maker, whether it is observed through sight, hearing, or felt during the activity (Hasbi, 2023). Reporting learning outcomes is certainly very useful for students, teachers, schools, parents/guardians of students and other parties. This is because, the reporting provides an overview of the achievements of students and can be an evaluation material for students and educators. In order for educators to understand students, especially their achievements and abilities, assessment results must be interpreted (Yulianti et al., 2022).

CONCLUSION

The assessment system at YP PGRI 3 Makassar High School is comprehensive and in accordance with the Merdeka Curriculum. Teachers demonstrate a clear understanding of the evaluation process and use appropriate techniques to assess student learning outcomes in all domains. However, because it is still in the simulation stage, there are some obstacles experienced by educators such as adjustments to the Merdeka Curriculum system which is quite different from the previous curriculum. The school's regular reporting procedures ensure transparency and provide crucial feedback to students, parents and other stakeholders.

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