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Evaluation of Learning Outcome: Comparative Education Unit Level Curriculum with the 2013 Curriculum in MTsN 1 Medan

by Rusydi Ananda

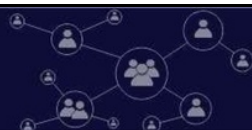
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Submission ID: 1189825693

File name: 3._Evaluation_of_Learning_Outcome_Comparative.....docx (58.79K)

Word count: 2861

Character count: 16780



Evaluation of Learning Outcome: Comparative Education Unit Level Curriculum with the 2013 Curriculum in MTsN 1 Medan

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Abstract :

This study aims to describe the comparative implementation of learning outcome evaluations applied at MTsN1 Medan by using the 2013 KTSP and Curriculum 2013. The method used in this study is qualitative methodology. Data collection techniques consist of observation, interviews, and documentation. The research findings indicate differences in the assessment of learning outcomes between the KTSP curriculum and 2013 curriculum include aspects of application in the classroom, assessment aspects, aspects of the assessment system, aspects of assessment instruments, aspects of portfolio assessment concepts, aspects of report card format, aspects of value list format, aspects of competency achievement indicators, aspects of competency achievement indicators, aspects graduate competency standards, standard aspects of assessment and aspects of value ranges.

Keywords :

evaluation of learning outcomes; KTSP; 2013 curriculum.

I. Introduction

The implementation of evaluation of learning outcomes plays an important role in motivating and learning achievement of students. Therefore, every teaching and learning process must be carried out in the evaluation activities, to see how the progress that has been achieved by students and how effective the teaching is done by the teacher in the class. Therefore the competencies inherent in teachers according to the Teacher and Lecturer Law Number 14 of 2005 are pedagogical competencies, in this competency explained in article 3 paragraph 4, that teachers must be able to design and carry out evaluation of learning outcomes for students in accordance with the applicable curriculum in the educational institutions that they have taken, namely the 2013 curriculum and KTSP, because at the moment there are several educational institutions that apply the two curricula including this MTsN 1 Medan.

Evaluation of learning outcomes conducted in educational institutions includes the cognitive, affective and psychomotor domains, known as the Bloom tax. namely: (1) the dimension of the cognitive process consists of remembering, understanding, applying, analyzing, evaluating and creating. (2) the dimension of knowledge consists of four levels, namely: factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge.

Learning outcomes evaluation that applies in the Education Unit Level Curriculum (KTSP) is based on basic competencies (BC) and competency standards (SK), KTSP learning outcomes assessment can be done in the following ways: class assessment, basic ability test, final unit assessment education and certification, benchmarking, and program evaluation, with instruments in the form of written tests (objective and non-objective), oral tests, portfolios, performance observations, attitude measurements, measurement of work in the form of project or product tasks, and self-assessment.

Evaluation of 2013 curriculum learning outcomes includes authentic assessments of core competencies (CC) and assessment instruments as follows: CC1 (spiritual attitude competence,

self-assessment instruments), CC2 (social attitude competencies with assessment instruments among friends), CC3 (knowledge competency with written test instruments and oral tests), and CC4 (skills competency, with practice, project, and portfolio test assessment instruments).

II. Theoretical Review

Thoha (2001) describes evaluation as a planned activity to determine the state of an object by using instruments and results, compared with benchmarks to obtain conclusions. Then learning is a modification or strengthening behavior through experience. Meanwhile Hamalik (2014) explains that learning outcomes are changes in behavior rather than mastery of the results of training carried out through the overall measurement activities (data collection and information, processing, interpretation, and consideration to make decisions about learning outcomes achieved by students after conducting learning activities in efforts to achieve the set learning goals.

KTSP is a curriculum that gives the education unit the flexibility to streamline the learning process. Kunandar (2007) emphasized that: (1) KTSP places more emphasis on aspects of achieving individual and classical competency of students, namely in KTSP students are formed to develop knowledge, understanding, ability values, attitudes, and interests that eventually form personal skilled and independent, (b) KTSP is oriented towards learning outcomes and diversity, and (c) assessment emphasizes learning processes and outcomes in mastering and achieving competencies.

The assessment activities at KTSP according to Mulyasa (2007) are: (1) class assessments carried out with daily tests, midterms, final semester examinations, and education program final exams namely school exams and National examinations), (2) basic ability tests, (3) the final assessment of the education unit and certification as evidenced by a diploma and published Certificate of Exam Results (4) Benchmarking is a standard for measuring ongoing performance, processes and results, and (5) program evaluation is carried out by The Ministry of National Education is continuous and continuous.

Arikunto (2010) explains that the class assessment model includes: (1) quizzes, fillings, or short answers that ask principle questions (2) oral questions, to measure understanding of concepts, principles, and theorems. (3) daily tests, carried out by the teacher periodically at the end of learning certain Basic Competencies (BC), (4) Midterm and end of semester examinations, conducted with material assessed from the merging of several BCs in a given period of time, (5) individual assignments given to students according to certain times and needs in various forms, for example activity reports, clippings, papers, etc. (6) group assignments are used to assess students' competencies in group work, (7) responses or practice exams, used on subjects certain who need practicum, including pre-activities, knowing the readiness of students, and post-activities, to find out the achievement of certain BCs, (8) Report on practical work, in do by the teacher in certain subjects that require practicum by observing a symptom and need to be reported, and (9) portfolio assessment, a collection of learning outcomes / student work in the form of test results, individual assignments, practice reports, which are assessed as a process of progress either analytically, holistically, or a combination of both).

The 2013 curriculum is an improvement of the Competency Based Curriculum (KBK) and Education Unit Level Curriculum (KTSP), there are 4 elements of change in educational standards, one of which is the assessment standard (Yaumi, 2013). Assessment of learning outcomes in the 2013 curriculum includes three types of competencies, namely knowledge (cognitive), attitudes (affective), and skills (psychomotor) which are based on an authentic system assessment, which is a process assessment and overall results, and requires a longer assessment time.

The 2013 curriculum on the evaluation of learning outcomes has changed several times since its enactment. The 2013 curriculum assessment has a structured and systematic assessment system for 3 competency domains namely cognitive, affective, and psychomotor with the assessment rubric of each competency domain. Assessment also changes in the writing of student report cards, namely there is a description sheet that contains groups of subjects, competencies assessed, and notes. Then the achievement sheet containing subject groups, the knowledge column, and the skill column with numbers using the value range 1 to 4 and the predicate A + to E, for columns of spiritual and social attitudes using the letter rating SB / B / C / K in the subjects, while between subjects use descriptions. In this case Mulyasa (2015) explains that the 2013 curriculum uses a benchmark reference assessment, namely the achievement of learning outcomes based on the position of the score obtained against the ideal score (maximum).

III. Research Methods

The method used in this research is qualitative methodology. Data comes from two sources, namely primary data, namely teachers, principals, and vice principals in the curriculum field, while secondary data is literature studies in the form of books, journals, guidelines for assessment of learning outcomes. Data collection techniques consist of observation, interviews, and documentation. The analysis technique used is according to Miles and Huberman (2002) which consists of: data reduction, data presentation, and conclusions. Examination of the validity of research data is carried out using four techniques: degree of trust, transferability, dependence, and certainty with source triangulation and data collection .

IV. Discussion

Evaluation of learning outcomes at MTsN 1 Medan, KTSP learning outcome evaluation model was carried out in class IX while the 2013 curriculum learning outcomes evaluation model was conducted in grades VII and VIII. For class IX that applies the KTSP assessment system has been carried out fully, this is evidenced by the implementation of Odd Semester Deuteronomy, Semester Deuteronomy, Even Semester Middle Deuteronomy and Even Semester Deuteronomy, the final test program is evidenced by the Implementation of National Based School Exams (USBN)

The KTSP assessment system applied at MTsN 1 Medan is a class-based assessment with results assessment, the dominant form of assessment to form a test for knowledge competence. The application has an assessment list format composed of UH assessments in accordance with KD with the assessment of PT, KMTT, UL. KD, Remedial, Average UH, UTS, US, Report Card Value, for reports on student learning outcomes in report cards that are subject fields, KKM, Value of Numbers and Letters, description of learning progress, value of report cards is a combination of 3 competencies namely knowledge and skills, while attitudes have columns that contain character and personality, absence also influences attitudes. the range of values used is 0-100.

The 2013 curriculum assessment at MTsN 1 Medan was carried out based on the 2013 curriculum assessment system, which is authentic assessment with process and outcome assessment, balanced assessment forms between attitudinal, knowledge and skills competencies, implementation of the 2013 curriculum student evaluation based on government regulations in *Permendikbud* No. 23 of 2016. The implementation of the school makes the assessment list composed of aspects of knowledge assessment containing columns PH, PT, HTS, HPAS, HPA, HPA rounding. The skill aspect, which contains the ability column, consists of percentages, questions, answers with a range of values (1 - 4), number of scores, and information. Reports of

student learning outcomes in report cards are points A with a column of spiritual attitudes and social attitudes in which the student's attitude indicators are written when learning takes place, point B knowledge and skills in the subject column, knowledge column with indicators of numbers, predicates, and description, and skill column with numbers, predicates, and descriptions. The range of values used is the beginning of the application of the 2013 curriculum and since the 2017/2018 school year uses a range of values from 0 to 100.

The research findings related to the comparison of the implementation of the 2013 KTSP and Curriculum learning outcomes assessment in MTsN 1 Medan are shown in the following Table 1:

Table 1. Summary of Comparative Evaluation of KTSP Learning Outcomes vs 2013 Curriculum

No	Elements of Difference	KTSP	2013 Curriculum
1	Applied in-	Grade IX	Grade VII and VIII
2	Assessment Aspect	More emphasis on aspects of knowledge	Emphasizing the balance of soft skills and skills, namely: attitudes, knowledge, and skills.
3	Scoring system	Class based	Authentic
4	Assessment Instrument	Performance tests, demonstrations, observations, assignments, portfolios, written tests, oral tests, journals, interviews, inventory, self-assessment, and peer assessment.	Diverse aspects of knowledge, skills and attitudes, namely: Attitude assessment: self-assessment observation, evaluation between friends, and journals Assessment of knowledge: written tests, oral tests, and assignments Skills: practices, products, projects, portfolio, and other techniques
5	Portfolio Assessment Concept	A portfolio is a collection of documents and works of students in a particular work that is organized to find out the interests, development of learning and student achievement.	The portfolio is a sample of the work of the best students from BC on CC-4 to describe the achievement of skills competencies (in one semester)
6	Report Card Format	Integrated knowledge and skills competencies. Assessment of attitudes is a column that contains character and personality. There is only a number assessment, the rating of letters is writing from a number assessment	Has its own column between the assessment of attitudes, knowledge, and skills. Assessment of knowledge and skills using numerical and predicate assessments. Assessment of attitude is written with qualitative assessment, which is written what is the attitude of students during the teaching and learning process.
7	Value List Format	Daily repetition value column	Assessment of knowledge is: Daily assessment (PH) Task assessment (PT)

		The ... daily test, including: 1.1.1.1. Structured Assignment (PT) 1.1.1.2. Unstructured Mandiri Activities (KMTT) 1.1.1.3. The Basic Basic Competency Test ... 1.1.1.4. Remedial 1.1.1.5. Average Daily Tests. (R.UH) 1.1.1.6. Middle Semester Deuteronomy (UTS) 1.1.1.7. Semester (US) Deuteronomy 1.1.1.8. Report Score (NR)	Middle Semester Results (HTS) Final Semester Assessment Results (HPAS) Final Assessment Results (HPA) Rounding HPA Skills assessment, including: Percentage ability Asking Answer The 3 indicators are 1-4 Total score Information Attitude assessment is in the attitude assessment journal
8	Competency Achievement Indicators	Competency Standards, Basic Competencies, Indicators	Core Competencies, Basic Competencies, Indicators
9	Graduate Competency Standards (GCS)	Permendiknas, No. 23 Year 2006	Permendikbud, No. 20 Year 2016
10	Assessment Standards	Permendiknas, No. 20 Year 2007	Permendikbud, No. 23 Year 2016
11	Rating Structure	The tendency of judgment to use tests on knowledge	Balance between the assessment of knowledge, skills, and attitudes with structured forms of assessment
12	Value Range	0 – 100	Experiencing changes from 1 - 4 then 0 - 100 for numbers while predicates using A + to E (knowledge and skills) while attitudes change with the union of spiritual and social attitudes from the columns in subjects with the SB / B / C / K assessment and between eyes lesson with description becomes a division of the attitude column between spiritual and social with a description of the attitude that appears to students during their PBM at school.

Based on the table above, it can be seen that the comparison of the application of the 2013 KTSP and Curriculum at MTsN Medan can be described as follows: (1) for evaluating student learning outcomes at each class level running according to the curriculum used, (2) changes the system of converting values from qualitative to quantitative, which previously used a scale of 0 -

100 changed to 0 - 4 and returned again to 0 - 100. (3) *madrasah* has their own policies for assessment formats, both for KTSP and curriculum 2013, (4) report cards students for the 2013 curriculum are listed in each assessment column, namely attitudes, knowledge and skills, while for KTSP report cards there is only attitude assessment, and assessment of knowledge with skills is put together in one assessment column, and (5) attitude assessment in KTSP report cards is written on in that is the assessment of the personality and noble character of students filled by the teacher with p assessment of letters, while the attitude assessment in the 2013 curriculum report contains a spiritual attitude assessment column and a social attitude assessment column, each of which is still empty, so that the assessment is filled by the teacher by writing students' attitudes as long as students follow the learning process in school.

V. Conclusions

The conclusions that can be drawn are as follows: (1) the application of the KTSP assessment at MTsN 1 Medan is carried out through the evaluation of results, the dominant form of assessment to the form of tests for knowledge competence. The evaluation of student learning outcomes based on government regulations in *Permendiknas*No. 20 of 2007, (2) the implementation of evaluation of student learning outcomes in the 2013 curriculum is carried out through authentic assessment with process and results assessment, balanced assessment forms between attitudinal, knowledge and skills competencies, implementation of the 2013 curriculum studies learning evaluation based on government regulations in *Permendikbud*No. 23 of 2016, and (3) analysis of the evaluation of student learning outcomes in the 2013 KTSP and curriculum in MTsN 1 Medan, namely the absence of influence between the curriculum one and the other curriculum, because KTSP is applied in class IX while the 2013 curriculum applied in classes VII and VIII. Differences include aspects of application in the classroom, aspects of assessment, aspects of the assessment system, aspects of assessment instruments, aspects of concept of portfolio assessment, aspects of report format, aspects of value list format, aspects of competency indicators, aspects of competence standard graduations, standard assessment aspects and aspects of value ranges.

The recommendations that can be given are as follows: (1) to the Head of *Madrasah* to optimize the evaluation of student learning outcomes by monitoring each change in assessment activities from the government, and referring to the regulations that have been prepared, facilities and facilities for evaluating student learning outcomes on all subjects for the two curricula, (2) the teacher should evaluate the student learning outcomes more for the design, implementation, and follow-up in assessing student learning outcomes. and (3) the Ministry of Religion in Medan should improve teacher competence in carrying out assessment of learning outcomes through training activities, workshops and workshops.

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