MANAGEMENT OF LEARNING ASSESSMENT USING CURRICULUM 2013 (CASE STUDY IN ISLAMIC PRIMARY SCHOOL (MI) MUHAMMADIYAH 5 WONOASRI PONOROGO - EAST JAVA - INDONESIA)

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Abstract
The teaching and learning process really requires an assessment to find out the effectiveness of the learning that has been done. Assessment in the learning process aims to determine various issues related to development and reciprocity, so that learning is expected to be oriented towards developing an assessment of the quality of learning in school. The results of the assessment can be used by the teacher to improve learning activities. In this case, the assessment must be seen as an important thing that can give ideas for the teacher to carry out further learning. General subjects in MI Muhammadiyah 5 Wonoasri use the KTSP curriculum. In line with the characteristics of the competency-based curriculum that is oriented to mastery of competencies, the assessment system applied is in the form of a competency-based assessment system. Thus the standard of educational assessment for competency-based curriculum is a standard assessment system that is oriented to the level of mastery of competencies targeted in the curriculum. In the 2013 curriculum carried out on religious subjects, the assessment carried out was authentic assessment.

Keywords: Learning Assessment, Assessment Management, 2013 Curriculum.

A. INTRODUCTION

Education is the process of forming intellectual and emotional fundamental skills that is an effort to develop a quality human quality and useful for the progress of the nation and the State. Quality education is essentially a conscious and deliberate activity, and full of responsibility done by teachers to improve the quality of learning well to the students so that interaction arises between the two in order to achieve the expected goals and this goes on and on. While learning is a process of interaction between learners and educators in an effort to achieve the learning objectives, which take place in a particular location within the unit of time (Ikhwan, 2017: 3).

Today quality education is often seen as a very important activity to begin to create a change and the development that counts will happen in the future. This is determined by the perception of an educational society against the various trends that exist. So some or even all

circles assume the quality of education becomes very important in order to achieve quality education. In addition it requires qualified Human Resources (HR) to support the succession of existing educational implementation. That is one of the goals of quality education that is to improve the quality of human resources in Indonesia. In order to improve the quality of education, participation and support of all related parties is needed both from the school, community, and government.

Government Regulation Number 32 Year 2013 regarding the amendment to Government Regulation Number 19 Year 2005 regarding National Education Standards explained that the assessment of learning outcomes by educators is done continuously to monitor the process, progress of learning and improvement of student learning outcomes continuously used to assess the achievement of student competence, preparation of progress reports on learning outcomes and improving the learning process.

B. UNDERSTANDING ASSESSMENT

Assessment is the process for making decisions using information obtained through measurement of learning outcomes, whether test or non-nontal. Meanwhile, understanding the assessment of learning and learning is a decision-making process of the value of learning and learning achievement qualitatively. The goal is to give value about the quality of something (Hamdayana, 2016: 190).

Assessment management is an effort consisting of planning, organizing, moving and controlling to measure learning outcomes using both test and non-test. The ability of teachers to conduct student learning assessments adheres to pedagogic competence and professional competence. Pedagogic competence includes the ability of teachers to conduct process assessments and learning of students and utilize the results of assessment and evaluation of student learning for the interests of student learning. There are four principles of professional

teachers related to student learning assessment activities that is sustainable, comprehensive, objective and cooperative (Yosep & Wahyu, 2014: 16). The teacher plays a role and is responsible for the continuous assessment of student learning activities. Continuous student learning assessments should constantly monitor the process, progress, and improvement of student learning.

The teacher conducts a comprehensive student learning assessment. Student learning outcomes include aspects of attitude, knowledge, and skills. In practice, students' learning assessments use a variety of methods / assessment techniques and instruments over a given learning period, so that teachers obtain comprehensive and accurate student learning progress information covering all three aspects. In addition, while various methods / techniques and assessment instruments are available, teachers may select and use the most appropriate assessment techniques and instruments to measure student learning outcomes or outcomes.

The teacher conducts an objective assessment of student learning. Of course the teacher must carry out student learning assessments based on good assessment procedures so that the results are objective. Objectivity is also reflected from the views and attitudes of teachers on student assessment techniques and instruments. That is, the teacher is not fixated on a single technique and assessment instrument, but uses various techniques and instruments based on the learning objectives to be achieved, also based on the strengths and weaknesses of each assessment technique and instrument, while overcoming its limitations.

Teachers carry out activities of student learning assessment cooperatively. This means that students' learning assessment activities in schools require collaboration between teachers, school administrators, counselors, parents, and others. The cooperation starts from the planning, compilation of judgments, methods or assessment techniques used, the condition of student learning, and others. Later the results of student assessment activities will be a report of student

learning development that can be accountable to students, other teachers, parents, and various parties who need information on learning outcomes.

C. ASSESSMENT ON CURRICULUM KTSP

The aspects measured in the KTSP-based assessment include assessment of processes and learning outcomes that include (a) cognitive aspects (cognitive level of thinking ie knowledge, understanding, application, analysis, synthesis, evaluation), (b) psychomotor aspects (competence in skills or practice) , (c) affective (competence related to attitude, behavior, interest, emotion and motivation, cooperation, coordination of each learners).

1. Written Test

Written test is a test in the form of writing material (both the question and the answer). In answering the question students do not always have to respond in the form of writing sentence answers but can also be in the form of coloring, marking, drawing graphs, diagrams and so forth.

a. Form of test instruments and scans

Objective:

1) Multiple choice

2) Right - False

3) Matching

4) Short contents

Non Objective (Subjective):

1) Short answer or short field

2) Objective description (Essential structured)

3) Free description (Free essay)

The shape of this instrument can be used to measure students' competence in all levels of the cognitive domain. The rules of writing the free expression instrument form are: (a) use words such as why, describe, explain, compare, interpret, calculate and prove; (b) avoid using questions such as who, what, when, and others.

2. Performance Assessment (Performance Assessment)

Performance assessment is an assessment of the various tasks and situations in which test takers are asked to demonstrate deep understanding and application of knowledge, as well as skills in various contexts.

In conclusion, Education Unit Level Curriculum (KTSP), the students are not only required to master the subject matter, but also have experience in the process of obtaining such knowledge, such as reading books, understanding, concluding, collecting data, discussing, answering questions, task, troubleshoot, and analyze (Ikhwan, 2017-28-29).

D. ASSESSMENT ON CURRICULUM 2013

In the Curriculum 2013, learning assessment activities are organized to measure students' ability to master competencies in attitude, knowledge, and skills aspects. From here we can see that student learning assessment is comprehensive, not merely on the aspect of knowledge, but on aspects of attitude and skills. Thus, students can develop in their entirety.

In the implementation of Curriculum 2013, teachers are strongly encouraged to prioritize performance appraisal (Mulyasa, 2015, 144). Students are observed and assessed in socializing, socializing in the community and in applying real-life learning. When the time is limited, performance appraisal can be done during the learning process, either classical or individual.

The focus of assessment in the curriculum of 2013 is the success of student learning in achieving the specified competency standards, including attitudes, skills and knowledge. Achievement of student competence is thoroughly measurable and empirical, therefore there

must be a clear formula about the competent criteria. Here are the competent criteria that must be achieved by the students, among others:

1. Students are able to understand the concepts underlying competency standards that must be mastered.

2. Students are able to perform work in accordance with the standards of competence that must be achieved with the correct procedures and good results.

3. Students are able to apply their abilities in their daily life. Students can be said competent after the assessment with instruments that really competent in real and relatively permanent / fixed, so that the information provided is really accurate.

Achieving student competence is something that is measurable, operational and students experience personally in the learning process. But in reality on the ground, assessment of learning outcomes conducted by teachers only in terms of knowledge alone. Teachers measure the success of student learning by written test, to measure the extent to which students understand the material already taught by the teacher. assessment only focuses on the competence of students' knowledge, while the attitude and skills of students during the learning process are not evaluated. So it looks, the achievement of knowledge competence of the students is the most important. If we look to the 2013 curriculum, the assessment used is an authentic assessment. Assessment includes attitude, skill and knowledge competence during the learning process. Teachers must design an assessment instrument in accordance with the competence to be achieved from the subject and can be applied in everyday life.

According to Permendikbud, the Education Assessment Standards are the criteria of the mechanisms, procedures and instruments of student learning outcomes. Assessment of student learning outcomes include the competence of attitudes, skills and knowledge are carried out in a balanced, to know that each student is in accordance with the standards set. Loads in the

assessment include, the scope of the material, subject competencies / competence content / program competence and process. The techniques and assessment instruments, as follows:

1. Assessment of attitude competence.

   a. Observation, carried out continuously either directly or indirectly by the student's behavior.

   b. Self-assessment, asking students to express their advantages and disadvantages in achieving competence.

   c. Interdisciplinary assessment, students assess each other related to the achievement of competence.

   d. Journals, are notes of teachers both inside and outside the classroom, on the strengths and weaknesses of students

2. Skill competency assessment

   a. Job assessment, students demonstrate a certain competence with practice, projects and portfolios.

   b. Practice tests, assessments that require responses in the form of behaviors appropriate to competence demands.

   c. Projects, learning tasks that include the activities of designing, implementing and reporting both written and oral within a certain time.

   d. Portfolio, in the form of a collection of reflective-integrative student works, can take the form of concrete actions that reflect students' concern for their environment.

3. Assessment of knowledge competence

   a. Written test, in the form of PG, stuffing, short answer, right-wrong, matching and description.

   b. Oral test, in the form of a list of questions.

   c. Assignments, in the form of homework and projects that can be worked individually or in groups according to task characteristics.

Based on the above description, the assessment instrument must meet the requirements: present the existing competencies assessed, the composition of the assessment meets the technical requirements in accordance with the form of the instrument used, and the use of good and correct language and communicative in accordance with student development.

The most important principle of authentic assessment is in learning not only judging what students already know, but also judging what students can do after the learning is over. So the quality of student learning outcomes and work in completing tasks can be measured. Therefore it can be concluded in the assessment of authentic there are three things that must be considered, namely:

1. Authentic of the instrument used, using a variety of instruments that are tailored to the characteristics or demands of existing competencies in the curriculum.

2. Authentic from the measured aspect, assessing the aspects of learning outcomes comprehensively include attitude, skills and knowledge competencies.

3. Authentic from the aspect of the student's condition, assessing the input (initial condition of the student), the process (student's performance and activity in the teaching and learning process), and the output (the achievement result of competence, both attitude, skill and knowledge of the students after following the teaching-learning process).

Through the 2013 curriculum the authentic assessment becomes an emphasis in assessing student learning outcomes that take into account all students' interests, potential and achievements as a whole. Assessment is also carried out systematically and continuously in order to illustrate the ability of the students who are evaluated. It is important to involve students in the assessment, so that students can consciously recognize the progress of their learning outcomes (Jumanta, 2016: 78).

Competency and Assessment Techniques in SD / MI for all basic competencies that include attitudes, knowledge, and skills.

1. Assessment of Attitude

Assessment of attitudes is intended as an assessment of the behavior of learners in the learning process curricular activities as well as extracurricular, which includes spiritual and social attitudes. Assessment of attitudes has different characteristics from the assessment of knowledge and skills, so the assessment techniques used are also different. In this case, attitude assessment is more aimed at fostering behavior according to budipekerti in order to form the character of learners according to the learning process.

a. Spiritual attitude

Assessment of spiritual attitudes (KI-1), among others:

1) Obedience of worship;

2) Behave the gratitude;

3) Pray before and after activity; and

4) Tolerance in worship. Spiritual attitudes can be added according to the characteristics of educational units.

b. Social Attitude

Assessment of social attitudes (KI-2) includes:

1) truthful behavior based on an attempt to make himself / herself a person who can always be trusted in words, actions and work;

2) discipline that is action that shows orderly behavior and adheres to various rules and regulations;

3) the responsibility of the attitudes and behaviors of learners to carry out their duties and obligations, which should be done to self, society, environment, country, and God Almighty;

4) polite that is respectful behavior in others with good language;

5) care that is attitude and action that always want to give aid to other people or society in need; and

6) confidence is a belief in its own ability to perform activities or actions. Social attitude can be added by the educational unit as needed.

2. Attitude assessment techniques

Assessment of attitudes in primary schools is done by classroom teachers, teachers of religious instruction lessons, PJOK, and extracurricular builders. Assessment techniques used include: observation, interviews, anecdotal records, incidental records as the main assessment element. While the techniques of self-assessment and assessment between friends can be done in order to foster and form the character of learners, so the result can be used as one of the confirmation tools of the assessment of attitudes by educators (Hamid, 2014: 72).

3. Knowledge Assessment

Knowledge assessment (KI-3) is done by measuring the mastery of learners that includes factual, conceptual, and procedural knowledge in various levels of thought processes. Assessment in the learning process serves as a tool to detect learning difficulties (assessment as learning), assessment as a learning process (assessment for learning), and assessment.

4. Skills Assessment

Skills assessment is done by identifying the basic competence characteristics of skill aspects to determine appropriate assessment techniques. Not all basic competencies can be measured by performance appraisals, project appraisals, or portfolios. The determination of assessment techniques is based on the skill competence characteristics to be measured.

Skills assessment is meant to know the mastery of learners knowledge can be used to recognize and solve problems in real life (real world). Assessment of knowledge and skills using numbers with range 0 to 100 and description. As for the final value of the semester is completed with the predicate:

86 - 100 = Very Good (A)

76 - 86 = Good (B)

56 - 75 = Enough (C

$\leq$ 55 = Less (D)

Assessment is done by test and non-test through observation / observation, self assessment, peer assessment, replication, examination, and assignment (project and portfolio). Assessment instruments may be test kits containing item items, check lists or rating scales with rubrics, and journals. Assessment instruments must meet substance / material, construction, and language requirements.

The results of the assessment by educators every semester need to be processed to be included in the report book of learning result (report card). The value of report cards is a picture of the achievement of the ability of learners in one semester.

5. Knowledge Assessment

a. Knowledge Assessment is done by the Subject Teachers (Educators) The Knowledge Assessment consists of: Process Value (Daily Value) = NH, Semester Midterm Value = UTS, and Semester's Ultimate Values = UAS

b. Daily Value is derived from the results of Test Write, Oral Test, and Assignment conducted at the end of learning one Basic Competence (KD).

c. Knowledge value calculation is obtained from the mean of NH, UTS, and UAS.

d. Assessment of report cards for knowledge using quantitative assessments on a scale of 1 - 4 (multiple of 0.33), with 2 (two) decimals and each level (level).

e. Knowledge Value Calculation

6. Skills Assessment

a. Skills Assessment is done by Subject Teachers (Educators). Skills Assessment consists of:

Practice Value, Project Value, and Portfolio Value

  b. Skills Assessment is done at the end of completing one KD

  c. The calculation of skill score is derived from the average Practice Assessment, Project Assessment and Portfolio Assessment.

  d. Processor Value Scorecard (LHB) for Skills uses quantitative assessment with a scale of 1 - 4 (multiple of 0.33), with 2 (two) decimals and given a degree predicate (tier).

  e. Calculation of Skill Values (Hamid, 2014: 16).

7. Assessment of Attitude

8. Attitudes (spiritual and social) to LHB consists of attitudes in the subjects and attitudes antarataataata. The subjects' attitudes are filled by each subject teacher based on the teacher's observation, self-assessment, peer assessment, and journal, written with Very Good (SB), Good (B), Fair (C), or Less (K)). The intermata attitudes of the lessons are filled by the homeroom upon discussion with all subject teachers, summed up in their entirety and written with a description of coherence.

9. Assessment The attitudes in the subjects are derived from the results of the observation assessment (Process Assessment), self-assessment, intergenerational assessment, and journal teacher notes.

10. Observation value obtained from the observation of certain attitude process throughout the learning process of one Basic Competence (KD).

11. For the assessment of Spiritual and Social Attitudes (KI-1 and KI-2) use the following qualitative values:

SB = Very Good = 80 - 100

B = Good = 70 - 79

C = Enough = 60 - 69

K = Less = <60

E. METHOD

This research uses interpretive paradigm through qualitative approach, case study type. The analytical tool used is a qualitative analysis model of Miles and Huberman. The background or focus of this research is to describe how the implementation of learning management using the 2013 curriculum in Madrasah Ibtidaiyah (MI) Muhammadiyah 5 Purwoasri Ponorogo.

F. RESULT

The curriculum at Mi Muhammadiyah 5 Wonoasri in the academic year 2016-2017 uses two systems, namely according to curriculum KTSP and Curriculum 2013. KTSP for general learning, while the 2013 curriculum for religious lessons. As expressed by the Head of MI Muhammadiyah 5 Wonoasri:

MI Muhammadiyah 5 Wonoasri currently uses KTSP curriculum for general subjects, such as Mathematics, Indonesian, Science, Social Studies, Civics, Penjaskes, SBK, and Local Content. While the religious lesson, namely Qur'an Hadith, Akidah Akhlak, Fiqh, SKI and Arabic using Curriculum 2013. However, in the assessment all of them using the KTSP system.

From the research that has been done can be concluded that the assessment of learning in MI Muhammadiyah 5 Wonoasri using the KTSP assessment although the subject of the study is a combination between KTSP and Curriculum 2013. Printing is still using KTSP, this is in accordance with the results of research researchers. The same thing is also affirmed by Master mapel Religion in the following interview:

All teachers here are still familiar with the curriculum assessment KTSP, and still difficulties with the application of K-13 especially the assessment of the many varieties and must be done every day. We at the Ministry of Religion follow the advice of superiors to apply K-13 for religion maple, but with curriculum assessment of KTSP.

From the explanation of Ibu Siti Rukanah concluded that most teachers still difficulties with assessment model in Curriculum 2013, but fortunately Ministry of Religious Affairs instruct religious lessons with KTSP assessment although the material Curriculum 2013.

Mr. Samsu Priasmoro put forward other things about the assessment in MI Muhammadiyah 5 Wonoasri:

The form of assessment in the Curriculum 2013 of many kinds depends on which KI. There are self-assessment, peer assessment, journal, questionnaire and others. While the curriculum KTSP only consists of three domains, namely affective, cognitive and psychomotor, so the assessment is simpler.

According to the researchers, the implementation of the 2013 curriculum at MI Muhammadiyah 5 Purwoasri Ponorogo is considered to have failed due to lack of readiness, knowledge, information, and even human resources. As the opinion of Umar Sidiq and Afiful Ikhwan, the failure of policy is largely due to the lack of knowledge, skills and understanding of the formulator and policymakers about the various needs of public demand. Usually a policy should be supported by reliable information, research results or surveys for various public needs (public needs and demands) (Sidiq & Ikhwan, 2018).

Therefor, policymakers should pay close attention to and study in advance before determining a policy, because educational services that are less attention to the potential of children will not only harm the child itself, but will bring greater harm to the development of education and the acceleration of development in Indonesia (Ikhwan, 2015: 864).

Mature educational planning should be the first and foremost step that needs to be implemented before going a long way in taking a policy, educational planning recognizes the principles that need to be a good hand in the process of drafting the design and in the process of

its implementation. The principles of educational planning are efficient, efficient and flexible (Ikhwan, 2016: 136).

G. CONCLUSION

Assessment is an integral part of learning. In each lesson, measurements to measure the extent to which students can achieve predetermined learning goals. Assessment in context helps teachers evaluate the effectiveness of the curriculum, teaching strategies and learning activities that address students' knowledge, attitudes and skills.

The 2013 curriculum is developed with a philosophical foundation that provides the basis for the development of all potential students into qualified Indonesians. Assessment in the 2013 curriculum on Permendikbud Number 66 Year 2013 on Education Appraisal Standards. Standard of achievement to ensure: 1) planning according to the competence to be conveyed and based on principles, 2) professional, open, educative, effective, efficient and appropriate implementation of the socio-cultural context; and 3) objective reporting of location prints, accountable danban. In preparing lesson plans, teachers need to use instruments that can be used for the learning process. Therefore, nothing can be done properly, instruments, instruments, instruments, instruments, measurements, and measurements. If this is done then the teacher can improve student learning outcomes in the understanding, skills, and skills that have been achieved after the learning process finished teaching. MI Muhammadiyah 5 Wonoasri apply two curriculum, namely KTSP and Curriculum 2013. While printing still using KTSP.

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