



Implementation of Non-Learning Test Evaluation Techniques in Grade 5 of Elementary School

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Abstrak

Implementasi teknik evaluasi non tes merupakan suatu penerapan dari teknik evaluasi yang menilai melalui pengetahuan sikap dan keterampilan anak. Hal ini mendorong peneliti agar mengkaji dan mengetahui bagaimana penerapan yang dilaksanakan dalam evaluasi non tes pembelajaran. Di dalam penelitian ini berfokus kepada penerapan, contoh dan tujuan dari teknik evaluasi non tes. Penelitian ini menggunakan metode kualitatif deskriptif yang dilaksanakan di Sekolah Dasar Negeri 230 Palembang dengan subjek penelitian adalah para guru dengan diberikan pertanyaan melalui kegiatan wawancara. Aspek penilaian non tes yaitu aspek kognitif, afektif, dan psikomotorik. Contoh implementasi di pelajaran Bahasa Indonesia observasi sikap, dalam pelajaran IPS keterampilan kinerja produk dalam pembelajaran PKN penilaian kinerja praktek mendiskusikan kegiatan keberagaman ekonomi dilingkungan sekitar, dan di pelajaran IPA keterampilan kinerja produk. Kekurangan evaluasi non tes dalam menilai dan proses belajar masih sangat terbatas jika dibandingkan dengan penggunaan alat melalui tes dalam menilai hasil proses dan belajar untuk kelebihanannya yaitu dapat menilai secara langsung mengenai pengetahuan sikap dan keterampilan siswa dengan tujuan untuk menilai hasil belajar peserta didik yang dilakukan tanpa menguji peserta didik tetapi dengan melakukan pengamatan.

Kata Kunci: *teknik evaluasi, evaluasi non tes, pembelajaran*

Abstract

The implementation of non-test evaluation techniques is an application of evaluation techniques that assess through knowledge of children's attitudes and skills. This encourages researchers to examine and find out how the application is carried out in the non-test evaluation of learning. This study focuses on non-test evaluation techniques' application, examples, and objectives. This research used the descriptive qualitative method carried out at State Elementary School 230 Palembang, with the research subjects being teachers by giving questions through interview activities. Aspects of non-test assessment are cognitive, affective, and psychomotor aspects. Examples of implementation in Indonesian language lessons are attitude observation, social studies lessons product performance skills in Civics learning practical performance assessment discussing economic diversity activities in the surrounding environment, and science lessons product performance skills. The disadvantages of non-test evaluation in assessing and the learning process are still minimal when compared to the use of tools through tests in evaluating the results of the process and learning for the advantages, namely being able to assess the knowledge of students' attitudes and skills directly to evaluate the learning outcomes of students without testing students but by making observations.

Keywords: *evaluation techniques, non-test evaluation, learning.*

INTRODUCTION

Educational evaluation is broadly divided into two kinds of evaluation techniques: test evaluation and non-test evaluation (Mbanje et al., 2017). Evaluating learning outcomes must carry out test and non-test methods because the lesson results vary. The study's results can be in the form of theoretical knowledge or attitudes, which in assessing attitudes can only be done through non-test techniques themselves (Ismanto, 2014). Therefore, researchers will provide information by implementing non-test evaluations in learning.

Implementation comes from English which means an action to carry out and implement something. In the Big Indonesian Dictionary (KBBI), implementation is defined as application or application, which means that every action taken is an actual application to achieve a goal (Dictionary Drafting Team, 2008). Implementation is the careful and detailed execution of activities or plans. In simple terms, implementation can also be interpreted as implementation or implementation.

In the curriculum-based implementation Context book, implementation refers to a system's activities, actions, actions, or mechanisms (Nurdin Usman 2002). Agency means that implementation is not just an activity prepared thoughtfully and carried out with certain references or standards to achieve specific objectives (Albers et al., 2022). From the above understanding, it can be concluded that implementation is an application or implementation of planned activities made in detail to achieve specific goals.

Etymologically, technique comes from English, a method that has meaning and is a way to do something. Meanwhile, according to KBBI, the process is a method or system of doing something (Education, 2008). Plans are "as roads, tools, or media teachers use to direct student activities towards the goals to be achieved" (Uno, 2010). Based on the above opinion, it can be concluded that Engineering is a way or method educators use to increase student learning motivation in the teaching and learning process. Teachers are responsible for improving teaching, so they must evaluate their education to determine what changes must be made (Sabaniah et al., 2021). The word value comes from the English "value," meaning "nilai." Value, or value in evaluative terms, refers to beliefs about something good or not, right or wrong, strong or weak, sufficient or insufficient (National, 2008).

Evaluation is defined as examining problems or symptoms using specific qualitative criteria, such as good or bad, strong or weak, inadequate, high or low, and others (Indrastoeti & Istiyati, 2017). Learning is all structured and deliberate efforts to create educational interaction activities between the two parties, namely students and teachers, who carry out educational efforts. Learning can also be interpreted as a step or way to make students motivated in learning (Normina, 2017). Learning evaluation is determining the benefits, values, or benefits of learning by assessing or measuring activities (L, 2019). Learning evaluation includes evaluating services, program values or benefits, outcomes, and learning processes. Students must also be assessed (Riyadi, 2017). Assessment should be systematic and continuous to reflect the student's estimated ability. In school, or especially in classroom learning, the teacher is responsible for the results (Kunaini, 2017).

The most prominent mistake teachers often make is assessing only at certain times of the day, such as at the end of the material, halfway, and at the end of the lesson (Magdalena et al., 2020). Lapses in assessment can also occur when teachers manipulate student learning outcomes. Learning outcomes are "the results of interaction between teaching and learning and are usually expressed in test scores given by the teacher." While learning outcomes are results obtained from the interaction of learning activities in which the teacher gives test scores usually expresses. Learning outcomes are said to be successful for students and are influenced by two factors, namely, internal factors of students and factors from external students (Dewi et al., 2015). From this point of view, the relevant factors influence the student's ability to change. Also, factors from outside the students are the most dominant learning quality environment.

Educators know how to assess student growth and skills by knowing what will be done during the learning process to improve further student learning opportunities and quality (Suskie, 2018). In this connection, the optimization of the scoring system has two

meanings, and the first is a scoring system that provides optimal information. Second, is the advantage of evaluation (L, 2019). An assessment's most crucial benefit is improving the quality of learning (Magdalena et al., 2020). Therefore, teachers must be able to assess systematically and on target because having a system and educator principles is essential. Because understanding the systematics and also the principles of certification provides direction and direction to all teaching staff to complete the evaluation correctly. Evaluation techniques consist of test and non-test techniques. Non-test techniques are assessment tools that are usually used to obtain some information about the state of the test at the time when the test is not used (Magdalena et al., 2021). That is, the answers given by the examinee cannot be classified as true or false in interpreting the test answers. With non-test techniques, student learning is assessed without "testing" students, but in a certain way.

Non-test assessments detect changes in behavior related to what students can do or do compared to what they know or understand (Magdalena et al., 2020). These non-test assessments are designed to measure skills or learning outcomes that can be observed in real-time in individuals or groups. Test-free assessment techniques are methods that teachers use to test students' abilities without tests. The techniques used include performance appraisal, attitude appraisal, project appraisal, product appraisal, and portfolio appraisal (Riinawati, 2021). Therefore, it is necessary to implement non-test techniques to assess student activities in knowledge and skill assessment. This study will discuss the material on the Implementation of Non-Test Learning Evaluation Techniques in Grade 5 Elementary Schools to provide an overview of non-test techniques in Grade 5 elementary school assessment.

METHOD

This study used a descriptive qualitative approach. Qualitative methods focus on in-depth observation of a phenomenon, and qualitative data analysis is expressed in the form of words and sentences as its strength. It is stated that qualitative research aims to explain, predict and manage phenomena through centralized data collection from numerical data (Sugiyono, 2017). To obtain data from this study, interview, observation, and documentation techniques were carried out in data collection and analysis. Interview conducted by researchers to homeroom teacher grade 5 SDN 230 Palembang Data collection techniques in this study were carried out by observation directly into the field. We chose this type to obtain information from the events and experiences of researchers at SDN 230 Palembang.

RESULTS AND DISCUSSION

This research was conducted by observing and interviewing a grade 5 teacher of SDN 230 Palembang, born once in the field, held on May 26, 2023, at 13:00 – 16:00 WIB. This interview was conducted to determine whether the non-test evaluation was carried out in grade 5 SDN 230 Palembang and if it was carried out, how it was implemented, what were its uses and disadvantages, and the advantages of non-test evaluation.

1. Application of Non-Test Evaluation at SDN 230 Palembang

Based on the results of observations and interviews conducted by the teacher, Admitting that yes, non-test evaluations were carried out at SDN 230 Palembang Grade 5 because it included Assessment of Cognitive, Affective, and Psychomotor aspects in Thematic learning where cognitive itself is a behavior that suppresses intellectually and affective itself suppresses feelings such as interests and attitudes, the last is psychomotor which emphasizes student skills.

2. Example of Non-Test Evaluation Assessment Conducted at SDN 230 Palembang

Based on the observations of interviews with local teachers, they provide examples in lessons Indonesian attitude observations (attitudes that can be developed are careful and confident in completing mind maps according to nonfiction texts) as well as standards in social studies lessons product performance skills (Making booklets of types of community economic activities based on their fields), examples in PKN learning, performance appraisal, practice discussing economic diversity activities in the surrounding environment, and attitude observation (the attitude developed is cooperation and responsibility in discussing), if in science lessons product performance skills (making posters simple parts of the water cycle and utilization of water on land) attitude observation that can be developed is the responsibility in making posters.

3. The Usefulness of Non-Test Evaluation at SDN 230 Palembang

Linguistic usefulness means a benefit or benefit and function that can produce or give a positive effect. Based on the observations of interviews that have been carried out, it was found that the purpose of teachers conducting non-test evaluations is that educators make observations to students systematically aimed at fostering behavior in the context of character building, to measure learning outcomes in the form of process skills, to find out student abilities, whether the students have understood or not the expected learning.

4. Disadvantages and Advantages of Non-Test Evaluation

Based on the results of field observations that have been carried out for the shortcomings of non-test evaluation in assessing, the learning process is still minimal compared to using tools through tests in evaluating the results of the process and learning.

The advantage of non-test evaluation is that it can measure students' abilities directly with actual tasks in the learning process of ethical assessment by assessing their understanding of the task as well as insights, student skills, and attitudes that arise during the learning process and outside the learning process. Directly evaluating student performance in a natural setting using non-tests, teachers can assess students comprehensively, not only from cognitive aspects but also affective and psychomotor.

CONCLUSION

Based on the study results and discussion, researchers can conclude that the implementation or application of non-test evaluation in public elementary schools 230 Palembang has been carried out correctly and appropriately based on the examples presented in interviews with researchers. In implementing this non-test evaluation, there are shortcomings in assessing, and the learning process is still minimal compared to the use of tools through tests in evaluating the results of the process and learning. In addition to the disadvantages, there are also advantages of this non-test itself being able to assess directly cognitive, affective, and psychomotor students to assess student learning outcomes which are carried out without testing students but by making observations systematically which includes appraisals for employability, product appraisals, project appraisals, portfolios, and attitude scales. It serves as a tool to determine whether or not instructional goals are achieved, provide feedback for improving the teaching and learning process, and compile reports on student learning submissions to their parents.

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