

THE ASSESMENT'S CHARACTERISTIC OF CIVIC EDUCATION IN SCHOOL

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Abstract: The study was aimed to develop the Pancasila and Civic Education's assessment instrument to improve the pedagogical competence of teachers and the student's citizenship character. The research methods was descriptive qualitative and the sample was done by purposive sampling technique. The result showed that the problem was the lack of teachers' understanding of the assessment instruments that can be used on the subjects of Pancasila and Civic Education to mapped the citizenship character of student, standard step in developing the instrument, and cannot make an indicators to demonstrate the mastery of competencies that reflected student's citizenship character. Teacher also cannot develop an evaluation measuring instrument used correct techniques and procedures. By that result, this research produces an conceptual and operational definition to make an indicators for develop the Pancasila and Civic Education's assessment instrument to improve the pedagogical competence of teachers and also student' citizenship character.

Keywords: Characteristic; Assesment; Civic Education; School

1. Introduction

Education is an effort to prepare the nation's future generation through a process of guidance, teaching, training and evaluation. The National Education System Law Number 20 of 2003 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble moral intelligence and skills. intended for himself, society, nation and state. As for realizing the meaning of education, it needs proportional role synergy between policy makers, schools, teachers, and students.

Teachers as educators must have various kinds of competencies for an educator. In its dynamics, teachers as educators always try to adjust to various kinds of changes that occur in the world of education, one of which is a change in curriculum. One form of adjustment to changes in curriculum is the development of indicators of achievement of competencies. The teacher is someone who is authorized and responsible for the education of students, both education in the school environment, and outside of school.^[1]

Curriculum changes have an impact on every level of school education, including in Vocational Schools (SMK). Learning in vocational schools has its own uniqueness because vocational schools have characteristics that lead to a field practice. This will have an impact on each learning process including how learning evaluation standards are used. However, it is necessary to develop appropriate and targeted targets related to the process of developing indicators of achievement of competencies in Vocational School Civics Education, one of which is the preparation of learning achievement indicators derived from basic competency mapping at each level of learning.

Whether we realize it or not, changes in the curriculum have had a "systemic" impact on the process of teaching and learning activities, both in the preparation of plans or making learning plan, including mapping indicators and in practice. The phenomenon of the development of the 2013 curriculum which should be a solution to various kinds of educational problems, in fact has not been able to solve various kinds of educational problems that have occurred so far. The 2013 curriculum is a new curriculum that was implemented in the 2013/2014 school year. This 2013 curriculum directs students to become human beings who are quality, faithful, knowledgeable, creative, independent and become democratic and responsible citizens. At the beginning of its implementation, the 2013 curriculum was only applied to class I and IV (Elementary School), class VII, (Junior High School) and class X (Senior High School) in selected schools which were used as samples for the 2013 curriculum. Selected as a sample for the implementation of the 2013 Curriculum are schools that have good quality.

Kuntarti[1] asserts that curriculum changes have implications for achieving quality human resources. Changes to the curriculum will have an impact on changes in the system and learning process, which will then intersect with teaching and learning activities in the classroom. This confirms that the study of curriculum content is important and fundamental in the education and learning system. Furthermore, Suwignyo and Yuliantri[2] explained that the practice of learning citizenship in everyday life is a form of social resilience that can continue to be developed in the social life of the Indonesian people. The practice of citizenship is one of the learning processes that are learned and implemented in learning Civic Education known as project citizens[1].

The 2013 curriculum was developed on the theory of "education based on standards" (standard-based education), and the theory of competency-based curriculum. The 2013 curriculum used is the scientific approach. The scientific approach is used as a bridge to develop students' attitudes, skills, and knowledge in work processes that meet scientific criteria. The 2013 curriculum is a Competency-Based Curriculum that emphasizes the character of students and the competencies of students after graduating in the face of globalization. The 2013 curriculum applies 3 assessments which include attitude assessment, knowledge assessment and skills assessment.

In school PKn, the problem that arises one of them is the problem of developing assessments that need to be reviewed to suit the objectives of civic education in general. These problems are closely related to the problem of learning evaluation. The evaluation or analysis of learning outcomes itself is a systematic and comprehensive process in each stage of collecting information data to assess student learning achievement[3]. Implementation of assessments in Vocational High Schools, there are still some obstacles. Based on the information from the teacher of class XI of Civic Education subjects, of the four competencies that are quite complicated are assessment of spiritual attitudes. Whereas in principle the assessment of Civic Education has more characteristics in the assessment of attitudes or affective, but once the implementation of this attitude assessment tends not to be implemented and ignored.

2. Related Works/Literature Review

Learning assessment is the process of learning that is carried out systematically, it is used to express student progress individuals to determine the achievement of learning outcomes in order curriculum achievement[4]. Assessment involves the multiple steps of collecting data on a child's development and learning, determining its significance in light of the goals and

objectives program, incorporating the information into planning for individuals and program, and communicating the findings to parents involved parties (assessment consists of stages collecting data about students' development and learning, determine the meaningfulness of program objectives, integrate information into program planning, and communicating findings to parents and interested parties[5].

Assessment is not just looking for answers to questions about what, but it is more directed towards answering the question of how or how far away process or results obtained by a person or program. Simply assessment can be described as a process in which we consider something good or symptoms by using a benchmark (good or bad, more adequate, fulfilling certain requirements and so on).

In other words, holding value judgment. Considerations include consideration in the form of quantitative information and non-quantitative considerations. Consideration this can be achieved through subjective experience, and in a more systematic way, including using scientific procedures.

Assessment is important components in learning activities. Mardapi stated that the quality of learning can be seen from the system of assessment results. System Good assessment will encourage educators to determine teaching strategies which is good and motivates students. In the benchmark education assessment used should originate from the objectives to be achieved, both term goals the length and elaboration become operational concepts in the form of goals short-term[6].

The assessment activities in learning has four characteristics, namely: (1) assessment is carried out not directly, (2) using quantitative measures, meaning using symbols numbers as the first result of assessment, (3) are relative, meaning results assessment for the same object from time to time can experience change because of the various factors that influence it, (4) inside assessment often occurs errors caused by several factors, namely measuring instrument, the subject that assesses, the object being assessed, the situation at the time of assessment[7].

Arikunto (2012) suggests there are five characteristics in the assessment education, namely: (1) assessment carried out indirectly, (2) use of quantitative measures, (3) educational assessment using units or fixed units, (4) the valuation is relative that is not the same as from time to time, (5) in the assessment of frequent errors caused by the measuring instrument, the subject who does the assessment, the subject of the assessment and situation when the assessment takes place[8].

3. Material & Methodology

This research used a qualitative method with a descriptive approach. Data collection through interviews, observation, document studies, and focus group discussions. Data analysis using interactive analysis that includes data reduction, data assessment, data verification and drawing conclusions and carried out continuously from data collection to verification from the beginning to the end and always testing between components continuously so that the conclusions can be tested with selective and accurate[9].

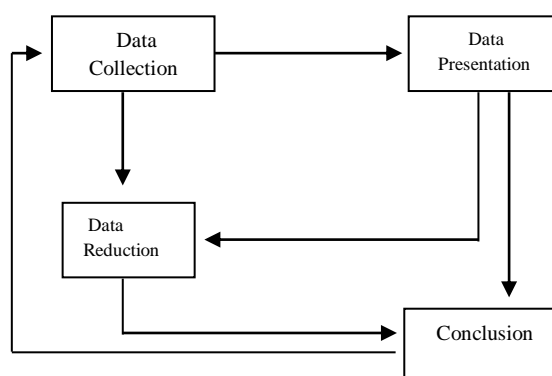


Figure 1: Interactive Analysis Model[10]

4. Results and Discussion

4.1. Result

To find out whether or not an implementation of an educational program is successful or not, an assessment is needed. An important step in the assessment process is information gathering. This stage is called measurement or measurement. In the assessment of education, information collected is generally student learning outcomes, both in terms of knowledge, skills and attitudes. Measurement result information does not have to be in the form of quantitative data (in the form of numbers or scores), but can also be in the form of qualitative data (good, medium, less, etc.) such as the results of measurements through questionnaires, direct observation, or interviews.

In the world of education, assessment is an absolute thing to do, especially the assessment of student learning outcomes. Assessment is an integral part of the whole teaching and learning process and is a subsystem. Assessment must be seen as one of the factors that determine the success of the learning process and results carried out by students.

Based on the Minister of National Education and Culture Regulation No. 81A of 2013 concerning Implementation of the Curriculum suggests that the things that need to be considered in designing the assessment are as follows.

1. Assessment is directed to measure the achievement of competencies, namely KD in KI-3 and KI-4,
2. Assessment uses a reference criteria; that is based on what students can do after participating in the learning process, and not to determine one's position against the group.
3. The planned system is a continuous assessment system. Continuously in the sense that all indicators are billed, then the results are analyzed to determine the KD that has been owned and who have not, and to find out the difficulties of students.
4. Assessment results are analyzed to determine follow-up. Follow-up in the form of improvement of the next learning process, remedial programs for students who achieve competence under completeness, and enrichment programs for students who have fulfilled completeness.
5. The assessment system must be adjusted to the learning experience adopted in the learning process. For example, if learning uses the approach of field observation tasks, evaluation must be given both to the process such as interview techniques, and products in the form of results of field observations[11].

At the end of the teaching and learning process, the results achieved by students in the process are measured using tests to determine the level of achievement of learning objectives. In the end, the assessment was carried out to determine the development of student

learning outcomes and teacher teaching outcomes. Student learning outcomes are used to motivate students, and to improve and improve the quality of learning by teachers, the use of learning outcomes to improve and improve the quality of learning must be supported by students, teachers, principals, and parents. This support will be obtained if they obtain complete and accurate learning outcome information. For this reason, it is necessary to report on the development of student learning outcomes for teachers or schools, for students, and for parents.

After making preliminary observations, there was a curriculum change, namely from the 2006 Curriculum to the 2013 Curriculum which is a new curriculum so that the changes also have an impact including the assessment of Civic Education learning outcomes.

The implementation of the 2013 Curriculum in schools throughout Indonesia is expected to be able to replace and perfect the Education Unit Level Curriculum that has been applied previously. Implementation of the 2013 Curriculum focuses on three areas, namely the assessment of attitudes, knowledge and skills. These three things require full assessment.

Minister of Education and Culture Regulation No. 81A of 2013 concerning Implementation of the curriculum regulates the principles used in learning activities that are student-centered, develops students' creativity, creates conditions of fun and challenging, charged values, ethics, aesthetics, logic and kinesthetic and provides diverse learning experiences through the implementation of various fun, contextual, effective, efficient and meaningful strategies and learning methods.

The 2013 curriculum adheres to the basic view that knowledge cannot be transferred from teacher to student. Learners are subjects who have the ability to actively seek, process, construct, and use knowledge. For that learning must relate to the opportunity given to students to construct knowledge in their cognitive processes. In order to truly understand and be able to apply knowledge, students need to be encouraged to work to solve problems, find everything for themselves and strive to realize their ideas.

4.2. Discussion

Judging principle according to Widoyoko[7] assessment of learning outcomes students at primary and secondary education are based on the principles are as follows: (1) valid or valid, namely the assessment is based on data that reflects the ability measured, (2) objective, meaningful assessment based on standards and not subject to subjectivity appraiser, (3) fair assessment is not beneficial and detrimental to students, (4) integrated, meaning that assessment by educators is done in a planned, integrated manner with learning and continuous activities, (5) transparent/open, means assessment procedures, assessment criteria, and basis for decision making can be accessed by all parties, (6) comprehensive and continuous assessment is carried out covering all aspects of assessment, (7) systematic assessment is carried out planned and informed, (8) economical, means assessment efficient and effective in planning, implementing and reporting, (9) accountable, means that the assessment can be accounted for to the party internal school and external aspects of engineering, procedures, and the result, (10) educative, means educating and motivating students and teachers.^[12]

Learning Assessment Aspects: In learning assessment there are three aspects, including: 1) Cognitive Aspects; The ability of students who will attend an education program certain must be distinguished according to their respective fields, for example the ability of students as cadets of the Force Academy The sea must be distinguished from the ability of

prospective students will attend an education program at a University. As for tools commonly used in order to evaluate the ability of participants The student is a proficiency test (attitude test). 2) Psychomotor Aspects (Personality); Personality is something that is found in a person, who reveal its shape from its behavior. Sebalum followed certain educational programs, prospective students need first evaluated for each personality, because of the good and bad personality they can psychologically influence their success in participating in certain programs. Evaluations made for knowing or revealing someone's personality is by road using personality tests. 3) Affective Aspects (Attitudes); Basically, attitude is part of behavior human, as a symptom or depicting personality that is scattered. But because this attitude is the most prominent thing and very much needed in the association, then obtained information regarding someone's attitude is very important. Because of that, that aspect these attitudes need to be assessed or evaluated in advance for candidates students before participating in certain education programs.^[13]

The main components of Civic Education include at least 3 (three) things, namely civic knowledge, civic skills, and civic dispositions Branson[12] Civic knowledge relating to content or what citizens should know. Civic skills are what skills citizens should have which include; intellectual skills and participation skills. While civic dispositions relate to the private and public character of citizens that need to be maintained and enhanced in constitutional democracy. In this case, the teacher is still faced with the difficulty of mapping the national resilience study process into three components of civic education in the form of civic knowledge, civic skills, and civic disposition.

Related to the problem of evaluation or assessment process, the results of this study are in line with the results of research conducted by Nuroktya Ningsih[13] which explained that several things related to teacher barriers in the implementation of Civics learning evaluation, namely obstacles in the preparation of learning outcomes assessment instruments, barriers in reviewing the assessment instrument is in the assessment instrument assessment. In the case of learning outcome assessment mechanisms, Civics teachers experience obstacles in the final assessment of learning (post test), namely the availability of time used to conduct assessments that are considered lacking, which causes teachers to be not optimal in conducting learning evaluation processes.^[14] Thus the results of the study confirm that in the process, there are still various kinds of obstacles or obstacles to teachers in developing competency achievement indicators in the Civics learning process in general and in the national resilience study competencies in particular.

Characteristics of Civic Education Subjects, Based on Minister of National Education and Culture Regulation No. 58 of 2014 attachment III eyes Civic Education lessons in the 2013 curriculum, as a whole have characteristics: 1) Name of subjects originally from Civics Education has been transformed into Pancasila and Civic Education. 2) Civic Education subjects function as subjects that have a mission strengthening nationality and driving character education. 3) Learning Competencies of Civic Education in the framework of core competencies (CI) psychologically-pedagogically becomes an integrator of competency full and coherent students with planting, development, and / or strengthening Pancasila values and morals, values and norms of the Constitution. The State of the Republic of Indonesia in 1945, the value and spirit of Bhinneka Tunggal Ika, as well as the insights and commitments of the Republican Unitary State Indonesia. 4) Approach to learning based on scientific processes (scientific approach) as required in the 2013 curriculum year, focus on knowledge development process (CI-3), skills (CI-4), attitude spiritual (CI-1) and social attitude (CI-2)

through experience transformation empirical and conceptual meaning. The approach has steps generic as follows: (1) observe (observing), (2) ask (questioning), (3) collecting information (exploring), (4) reasoning /associating, (5) communicating (communicating).^[15]

5. Conclusion

Generally, it was concluded that the constraints of the teacher having in the learning process of Civic Education in Vocational High School are the difficulty of the teacher in the process of preparing learning outcome assessment instruments in the form of teacher's difficulties in elaborating basic competencies into indicators, the difficulty of the teacher in making the assessment instrument and the teacher's difficulties in make assessment instrument items. The teacher also admitted finding difficulties in determining the type of appropriate assessment according to the material in basic competencies, and the teacher also had difficulties in applying the planned assessment techniques. Furthermore, teachers have difficulty in assessing attitudes in the context of civic education, this is due to adjustments to the characteristics of students who cannot be accommodated in indicators of achievement of competencies, difficulties in determining the breadth and depth of indicators of achievement of competencies related to the material to be developed to suit the context of attitude assessment whereas the characteristics of civic education itself are attitudes that are rarely done by the teacher.

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