

THE INFLUENCE OF EVALUATION TECHNIQUES ON LEARNING OUTCOMES

Annisa Nathania¹, Winda Eriska², Zahara Ameliani Putri³

^{1,2,3} Elementary School Teacher Education, University of Lampung, Indonesia

annisanathania14@gmail.com¹, windaeriska761@gmail.com², zahraamelia0605@gmail.com³

ABSTRACT

Evaluation in education is a component that is no less important than the learning process. When the learning process is seen as a process of changing student behavior, the role of evaluating the learning process becomes very important. Evaluation is a process for collecting, analyzing and interpreting information to determine the level of achievement of learning objectives by students. Evaluation activities are carried out consciously by the teacher with the aim of obtaining certainty regarding student learning success and providing input to the teacher regarding what he or she does in teaching activities. Through evaluation activities, teachers can find out the students' learning process-whether it is in accordance with the learning implementation plan that has been implemented, check student learning outcomes whether there are deficiencies or not in the process learning, looking for solutions to deficiencies that students experience and keeping track of how mastered students are in the competencies applied.

Keywords: *evaluation, learning, learn outcomes*

A. INTRODUCTION

Education is undeniably one of the pivotal sectors that significantly contributes to the overall advancement and progression of a nation, standing alongside other critical domains such as the economy, political systems, national security, and various other essential fields that collectively shape a country's trajectory (L1, 2019). It has become increasingly apparent that in the context of Indonesia, the distribution of educational resources and opportunities is markedly uneven, particularly pronounced in regions that are classified as underdeveloped, where access to quality education remains persistently limited.

A myriad of factors serves to exacerbate this educational disparity, most notably the prevalent lack of public consciousness regarding the paramount importance of education as a fundamental pillar for societal growth, coupled with a disheartening trend where a significant number of students do not pursue their studies beyond the basic educational levels, thereby hindering their academic and professional potential. In reference to the foundational principles enshrined in Pancasila and the 1945 Constitution, it becomes evident that Indonesian education is deeply rooted in the nation's cultural heritage and is intended to be continuously organized, developed, and enhanced through a framework of regulations that prioritize not only the equitable distribution of educational resources but also the ongoing improvement of educational quality across all regions of the country (Ilham et al., 2023).

In order to achieve these noble objectives, it is imperative that all stakeholders, including government entities, educators who act as facilitators, and the broader surrounding communities, actively engage in and support the educational initiatives put

forth, ensuring that the educational system can evolve progressively through a process of integration and efficient implementation, thus aligning with the evolving demands and developmental needs of Indonesia in the future (Indriani et al., 2023). The advancement of education in Indonesia is contingent upon the collaborative participation of various parties who are committed to fostering educational progress, which includes the government's role in enacting policies designed to enhance the quality of education, as well as the contributions of teachers and community members in supporting these initiatives.

The efforts undertaken by the government to elevate the standard of education in Indonesia encompass a wide range of actions, including the formulation and issuance of diverse policies and the implementation of corrective measures such as curriculum revisions, the equitable distribution of qualified educators, the certification of teachers, the provision of operational funding for schools, and the introduction of innovative ideas aimed at improving the overall quality of education, which also involves enhancing the competencies of educators. This comprehensive approach is complemented by the provision of training programs aimed at equipping educators with the necessary skills and knowledge, thereby enabling them to effectively manage classroom environments and facilitate meaningful learning experiences for their students.

Given the critical role that educators play as key components within the educational framework, their active participation in teaching and learning processes is essential for the development of human resources that possess the potential for growth and advancement. The endeavors undertaken by educators to enhance the quality of learning are fundamentally rooted in the continuous improvement of the learning process itself, necessitating that educators demonstrate competence, professionalism, and the employment of appropriate strategies and methodologies in delivering lessons to their students. Evaluation activities typically encompass both a comprehensive assessment of the entire learning process as well as the academic outcomes achieved by students, with the results of such evaluations serving as a crucial foundation for teachers to determine the appropriate interventions or actions that may be necessary, which could involve students, their parents, or other school administrators.

In alignment with the perspectives articulated by Brunner (Fimansyah, 2015), it is essential that during the course of teaching and learning activities, students are afforded the autonomy to explore and discover the meaning of the lessons they are engaging with independently, thereby fostering an environment in which learners are empowered to tackle problems and grasp the concepts being taught through their own linguistic and cognitive frameworks. Thus, it is vital that educational practices facilitate equal opportunities for all students to engage in problem-solving activities, enabling them to gain a deeper understanding of the subject matter at hand.

B. RESEARCH METHOD

The methodological framework that we intend to employ within the purview of this research endeavor is fundamentally qualitative in nature, specifically utilizing a document studies approach that is designed to facilitate an in-depth understanding of the subject matter under investigation (Romero & Gonzalez, 2023). The rationale behind our selection

of document studies as the primary method lies in its inherent capacity to produce findings that are not only reliable but can be deemed as highly accurate, primarily because such an approach is substantiated by a wealth of relevant materials as well as the empirical research outcomes established by previous scholars in the field. Consequently, this rigorous approach not only enhances the validity of our findings but also ensures that we are building upon a solid foundation of established knowledge, thereby contributing meaningfully to the ongoing discourse in our area of study.

C. RESULTS AND DISCUSSION

Learning evaluation

Evaluation represents a meticulously orchestrated and intentionally directed endeavor that is fundamental to the educational process. The activities associated with evaluation are systematically executed by educators with the explicit intent of acquiring a definitive understanding of the degree to which students have achieved learning outcomes, while simultaneously offering critical insights to instructors concerning the effectiveness of their instructional methodologies (Schellekens et al., 2021; Wiliam, 2011). In essence, the evaluative measures instituted by educators serve the dual purpose of ascertaining whether the instructional content presented has been effectively assimilated by the students, or if it has not been comprehended to the necessary extent. Furthermore, these evaluations also seek to determine whether the pedagogical strategies employed by the instructor align with the anticipated educational objectives, or if there is a discrepancy that requires rectification. As articulated by Sudirman N and colleagues, the overarching objective of assessment within the learning continuum is to foster an environment where both teaching and learning can be optimized through reflective practices and informed decision-making. This dynamic interaction between evaluation and instructional quality underscores the critical importance of assessment as a tool for enhancing educational outcomes and promoting student success. Therefore, it is essential for educators to engage in ongoing evaluation processes that not only measure student learning but also inform and refine their teaching practices to better meet the needs of their learners.

1. Making decisions about learning outcomes.
2. Understanding students.
3. Improving and developing teaching programs..

Evaluation represents a meticulously orchestrated and intentionally directed endeavor that is fundamental to the educational process. The activities associated with evaluation are systematically executed by educators with the explicit intent of acquiring a definitive understanding of the degree to which students have achieved learning outcomes, while simultaneously offering critical insights to instructors concerning the effectiveness of their instructional methodologies. In essence, the evaluative measures instituted by educators serve the dual purpose of ascertaining whether the instructional content presented has been effectively assimilated by the students, or if it has not been comprehended to the necessary extent.

Furthermore, these evaluations also seek to determine whether the pedagogical strategies employed by the instructor align with the anticipated educational objectives, or if there is a discrepancy that requires rectification. As articulated by Sudirman N and colleagues, the overarching objective of assessment within the learning continuum is to foster an environment where both teaching and learning can be optimized through reflective practices and informed decision-making. This dynamic interaction between evaluation and instructional quality underscores the critical importance of assessment as a

tool for enhancing educational outcomes and promoting student success. Therefore, it is essential for educators to engage in ongoing evaluation processes that not only measure student learning but also inform and refine their teaching practices to better meet the needs of their learners.

The fundamental principles that govern Learning Evaluation can be articulated as follows:

1. **Principle of Validity:** The process of evaluation must accurately measure the intended constructs that are meant to be evaluated, which implies that the various tools utilized for assessment must be in direct alignment with the specific learning objectives that are intended to be achieved through the educational process. Example: In the scenario where the primary learning objective is to assess students' capacity to comprehend and apply mathematical concepts effectively, it follows that the evaluation tool employed should consist of questions that specifically test the students' understanding of those mathematical concepts, rather than questions that merely assess their ability to memorize and recall formulas without deeper comprehension.
2. **Principle of Reliability:** The evaluation process must exhibit a high degree of consistency and reliability over time, which indicates that if the same evaluation is administered repeatedly using the same assessment tool, the results obtained should demonstrate a high level of stability and should not vary significantly. Example: For instance, if a student is subjected to the same test on two distinct occasions, the scores received should not show significant discrepancies, thus ensuring that the assessment is measuring the same constructs each time it is administered.
3. **Practical Principle:** The evaluation process must be designed in a manner that facilitates ease of administration, ensuring that it does not impose undue burdens on either students or educators involved in the learning process. Example: Evaluation instruments should be constructed in such a way that they are comprehensible and manageable for students to complete, while simultaneously being straightforward for teachers to assess and evaluate, thereby streamlining the entire assessment process.
4. **Principle of Objectivity:** The evaluation must be conducted in a manner that is devoid of bias and personal subjectivity, signifying that assessments should be based on clear, predefined criteria and should not be influenced by any personal or subjective factors that could skew the results. Example: It is imperative that assessments be carried out according to well-established criteria, ensuring that no subjective elements, such as the background of the student or the personal relationship between the teacher and the student, affect the evaluation outcomes.
5. **Comprehensive Principle:** The evaluation process must encompass all relevant dimensions of the learning experience that are intended to be assessed, ensuring a holistic evaluation of the student's capabilities. Example: This implies that evaluation should not be limited to merely measuring students' possession of knowledge, but should also include assessments of their critical thinking abilities, communication skills, and practical skills, thereby providing a well-rounded view of their competencies.
6. **Sustainable Principle:** The evaluation process should be carried out in a continuous manner throughout the learning journey, rather than being confined solely to the terminal phases of the educational experience. Example: For example, assessments can be conducted on a regular basis, such as weekly or monthly intervals, to effectively monitor and track the progression of students' learning over time, thereby enabling timely interventions if necessary.

-
7. **Student-Centered Principle:** The evaluation process should be fundamentally centered around the students, with the primary objective of facilitating their learning and development. Example: This means that evaluations should aim to provide constructive feedback to students, enabling them to gain insights into their areas of strength and weakness in learning, which in turn can guide their future educational efforts.
 8. **Principle of Transparency:** The evaluation process must be characterized by transparency, ensuring that all parties involved have a clear understanding of the assessment criteria and methods employed. Example: It is essential that students are made aware of the specific criteria that will be used to evaluate their performance, as well as the methods of evaluation that will be implemented, thereby fostering an environment of trust and clarity in the assessment process.
 9. **Ethical Principle:** The evaluation process must be conducted in an ethical manner, ensuring that it does not cause any harm to students and adheres to principles of integrity and fairness. Example: This involves ensuring that the evaluation does not incorporate elements such as plagiarism or cheating, thereby upholding the ethical standards of the educational process.

By diligently applying these principles, the process of learning evaluation can be transformed into a highly effective tool that significantly enhances the overall quality of education and fosters meaningful learning experiences for students.

D. CONCLUSION

In conclusion, it can be asserted with considerable conviction that the foundational principles of learning evaluation are meticulously designed to ensure that the entire assessment process operates in a manner that is not only effective but also equitable and advantageous for the students who are the primary recipients of this evaluation. These principles serve to guarantee that: The evaluation explicitly measures the specific attributes and competencies that are intended to be assessed, thereby ensuring its validity (*validitas*). There exists a consistent and reliable framework for assessment, which is crucial for establishing reliability in the evaluation process. The assessment process is designed to be straightforward and manageable, thereby not imposing an undue burden on educators or students alike (*praktis*). The assessment is conducted in an objective manner, free from biases that could potentially skew the results (*objektivitas*). All dimensions of the learning experience are evaluated in a comprehensive manner, which ensures a holistic view of the student's abilities and progress (*komprehensif*). Evaluation occurs on a continuous basis, allowing for the ongoing monitoring of student progress over time (*sustainable*). The focus of the assessment is directed toward the individual progress and specific needs of the students, thereby adopting a student-oriented approach that prioritizes their learning experiences. The entire assessment process is characterized by transparency and clarity, making it easy for all stakeholders to understand the criteria and outcomes involved (*transparent*). The evaluation process is conducted in an ethical manner, ensuring that it does not inflict any harm upon the students and respects their dignity and rights (*etis*).

By diligently applying these principles, the process of learning evaluation can transform into a highly effective instrument for enhancing the overall quality of education, ultimately facilitating students in achieving their maximum learning potential and fostering their intellectual growth.

E. REFERENSI

- Ilham, M., Sari, D. D., Sundana, L., Rahman, F., Akmal, N., & ... (2023). *Media Pembelajaran: Teori, Implementasi, Dan Evaluasi*. Books.Google.Com. <https://Books.Google.Com/Books?Hl=En&Lr=&Id=Lgq-Eaaaqbaj&Oi=Fnd&Pg=Pa1&Dq=Flashcard+Buta+Aksara&Ots=Frghlxe11b&Sig=C6bjm4cnococi-1phwgripk3pea>
- Indriani, N., Sutamah, S., Maharani, A. P., Wahyuni, N., Afi, D. A., Bahri, F. F., & Rahma, S. N. (2023). Analisis Kesulitan Guru Dalam Mengembangkan Instrumen Asesmen Autentik Higher Order Thinking Skill Di Mi Sidoarjo. *Afeksi: Jurnal Penelitian Dan Evaluasi Pendidikan*, 4(6). <https://doi.org/10.35672/Afeksi.V4i6.171>
- L1, I. (2019). Evaluasi Dalam Proses Pembelajaran Idrus L 1. *Evaluasi Dalam Proses Pembelajaran*, 2, 920–935.
- Romero, G. C., & Gonzalez, F. M. (2023). Assessment For Learning: Tensions And Challenges In The Framework Of Learning Outcomes Energized Through Teaching Practice - Case Of Universidad De La Costa-Unicosta. *Procedia Computer Science*, 224, 519–524. <https://doi.org/10.1016/j.procs.2023.09.075>
- Schellekens, L. H., Bok, H. G. J., De Jong, L. H., Van Der Schaaf, M. F., Kremer, W. D. J., & Van Der Vleuten, C. P. M. (2021). A Scoping Review On The Notions Of Assessment As Learning (Aal), Assessment For Learning (Afl), And Assessment Of Learning (Aol). *Studies In Educational Evaluation*, 71(December). <https://doi.org/10.1016/j.stueduc.2021.101094>
- Wiliam, D. (2011). What Is Assessment For Learning? *Studies In Educational Evaluation*, 37(1), 3–14. <https://doi.org/10.1016/j.stueduc.2011.03.001>