

## EVALUATION MANAGEMENT MODEL IN LEARNING

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### ABSTRAK

Penelitian ini bertujuan untuk melihat model manajemen evaluasi dalam pembelajaran. Metode yang digunakan dalam penelitian ini adalah kepustakaan karena data-data yang didapat berasal dari buku-buku. Hasil penelitian menemukan bahwa, evaluasi pembelajaran menjadi penting keberadaannya karena menjadi tolak ukur keberhasilan suatu proses. Selain itu, evaluasi juga berfungsi untuk memberikan suatu rekomendasi agar setiap proses pembelajaran yang dilakukan bisa berkualitas dan bermutu.

**Kata Kunci:** Manajemen, Evaluasi, Pembelajaran.

### ABSTRACT

*This study aims to see the evaluation management model in learning. The method used in this research is literature because the data obtained comes from books. The results of the study found that learning evaluation is important because it becomes a benchmark for the success of a process. In addition, evaluation also serves to provide a recommendation so that each learning process carried out can be of high quality and quality.*

**Keywords:** Management, Evaluation, Learning.

### INTRODUCTION

Benchmarks of educational outcomes can be known by the evaluation. Educational evaluation is often interpreted as a measurement or assessment of teaching and learning outcomes, even though the two have different meanings even though they are interconnected. Measuring is comparing something with a quantitative measure, while assessing means making a decision on something with a qualitative measure of good or bad. The meaning of evaluation includes both.

However, it is undeniable that sometimes evaluation of education and more specifically teaching is only a formality in an education, because in reality sometimes evaluation is just a completeness in following or obeying the requirements and administration in the educational curriculum. Thus, let's know more deeply about what evaluation actually is and how the aspects contained in

the evaluation of education are. Because school managers must strive to do good management, for all activities aimed at the realization of quality graduates, one of which is in learning evaluation activities.<sup>1</sup>

In many studies it is explained that evaluation is the most accurate way to produce a better process in the future. Because with the evaluation it will be known weaknesses and in what aspects need improvement and strengthening. So that there are no gaps in every activity carried out. This is in line with the understanding that learning evaluation is an activity that must be managed in the implementation of its activities.<sup>2</sup>

Thus, the evaluation of learning becomes important in its presence as an effort to give birth to a quality and quality learning process. And it also becomes a recommendation tool for what the ideal model of education and learning should look like so that it can give birth to a generation that has the ability to face current and future challenges.

## RESEARCH METHODS

This study uses a literature approach, where the data obtained in this study come from related literature. Then it is classified and analyzed theoretically and philosophically, so that it can be justified scientifically.

## RESULTS AND DISCUSSION

Literally educational evaluation can be interpreted as an assessment in (field) education or an assessment of matters relating to educational activities.<sup>3</sup> In terms of terms, according to Edwind Wandt and Gerald W. Brown, evaluation refers to the notion: an action or a process to determine the value of something. The definition of this educational evaluation as; an action or activity carried out with a view to a process that takes place in order to determine the value of everything in the world of education (ie everything related to what happens in the field of education). Or in short: educational evaluation is an activity or process of determining the value of education, so that the quality or results can be known.<sup>4</sup>

Before continuing the discussion about evaluation more broadly and in depth, it is necessary to first understand that in practice there is often confusion or overlap in the use of the terms evaluation, assessment, and measurement. This fact

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<sup>1</sup> Setiawan, H. R. (2021). Manajemen Kegiatan Evaluasi Pembelajaran. *Seminar Nasional Teknologi Edukasi Sosial Dan Humaniora*, 1(1), 507–511.

<sup>2</sup> Nurzannah, Ginting, N., & Setiawan, H. R. (2019). Implementation Of Integrated Quality Management In The Islamic Education System. *Proceeding International Seminar on Islamic Studies*, 1, 1–9.

<sup>3</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Cet: X, Jakarta; PT RajaGrafindo Persada, 2011), hlm 1.

<sup>4</sup> *Ibid.*, hlm 2.

can indeed be understood, given that the three terms are interrelated so that it is difficult to distinguish between the three terms. As for clarifying the differences and at the same time the relationship between measurement, assessment and evaluation are:

## 1. Measurement

Measuring is essentially comparing something with or on the basis of a certain size. For example, measuring body temperature with a thermometer.

## 2. Rating

Appraisal means judging something. While assessing it has meaning; make decisions on something by basing oneself or holding on to the size of good or bad, healthy or sick, smart or stupid and so on. So the assessment is qualitative.

## 3. Evaluation

Evaluation includes the two activities that have been stated previously, which includes measurement and assessment. Evaluation is an activity or process to assess something. To be able to determine the value of something that is being assessed, a measurement is carried out, and the form of the measurement is a test, and this test is known in the world of education as a test.<sup>5</sup>

From the information above, it can be concluded that evaluation is a systematic process of collecting, analyzing and interpreting information to determine the success rate of school/madrasah implementation in the learning process with certain criteria for decision-making purposes. The evaluation result information is compared with the targets set in the program. If the results are in accordance with the targets set, it means that the program is effective. Otherwise, the program is considered ineffective.

Evaluation aims to determine whether the school/madrasah program or learning process has achieved the expected goals. Evaluation emphasizes the aspect of the results (output). Consequently, evaluation can only be done if the school/madrasah program or learning process has been running for a period, in accordance with the stages of the designed targets. For example, for one school year. It can also be for one semester, if indeed the program is designed with quarterly/semester stages.<sup>6</sup> This means that evaluation is a process of collecting data to determine to what extent, in what ways, and in what part the educational objectives have been achieved. If not, how not and why.<sup>7</sup>

Evaluation should be seen as something natural, namely as an integral part of the process of learning activities. Viewed from the student's point of view, evaluation, among others, serves to provide feedback for students regarding the

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<sup>5</sup> *Ibid.*, hlm 5.

<sup>6</sup> Muhaimin dkk, *manajemen pendidikan aplikasinya dalam penyusunan rencana pengembangan sekolah/ madrasah*, (jakarta; kencana prenatal media group 2010), hlm 374.

<sup>7</sup> Bambang Warsita, *Pendidikan Jarak Jauh*, (Cet I: Bandung; PT Remaja Rosdakarya, 2011), hlm 176.

effectiveness of the learning activities they have done. Competency-based curriculum has consequences for determining success criteria, namely not only the extent to which students have mastered the subject matter but also how the subject matter that has been mastered has an impact on changes in student behavior or daily performance.

## Learning Evaluation Objectives and Functions

The objectives of the assessment of learning outcomes are:

1. To determine the level of mastery of students on the material that has been given.
2. To determine the skills, motivation, talents, interests, and attitudes of students towards the learning program.
3. To determine the level of progress and conformity of student learning outcomes with the competency standards and basic competencies that have been set.
4. To diagnose the strengths and weaknesses of students in participating in learning activities. The advantages of students can be used as a basis for teachers to provide further guidance and development, while their weaknesses can be used as a reference to provide assistance or guidance.
5. For selection, namely selecting and determining students who are in accordance with certain types of education.
6. To determine the grade promotion.
7. To determine students according to their potential.

Whichever goal you want to choose and achieve, the evaluator still has to evaluate the abilities of students and other learning components.

The functions of the assessment of learning outcomes are as follows:

1. Formative function, namely to provide feedback to teachers as a basis for improving the learning process and conducting remedial programs for students. Namely, improvements to all components of education, including improvements in behavior, insight, and the goodness of students.
2. Summative function, which is to determine the value (number) of student learning progress/outcomes in certain subjects, as material for providing reports to various parties, determining grade increases, and determining whether students pass or not.
3. Diagnostic function, which is to understand the background (psychological, physical and environmental) of students who have learning difficulties, the results of which can be used as a basis in solving these difficulties.
4. Placement function, which is to place students in appropriate learning situations (for example in determining specialization programs) according to the ability level of students.<sup>8</sup>

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<sup>8</sup> Zainal Arifin, *Evaluasi Pembelajaran*, (Cet: III, Bandung; Remaja Rosdakarya Offset 2011), hlm 20.

5. Al-Dakhil, namely input as a report for parents of students, in the form of report cards, diplomas, charters and so on.<sup>9</sup>

## **Learning Evaluation Position**

The basic word "learning" is learning. In a narrow sense, learning can be interpreted as a process or method that is carried out so that someone can carry out learning activities, while learning is a process of changing behavior due to individual interactions with the environment and experience.

The word "learning" emphasizes more on student learning activities seriously that involve intellectual, emotional, and social aspects, while the word "teaching" is more likely to teach teachers in the classroom. In a broad sense "learning" is a process or a systematic and systemic activity, which is interactive and communicative between educators (teachers) and students.

Based on the above formulation, there are several things that need to be explained further, namely:

1. Learning is a program. The characteristics of a program are systematic, systemic, and planned. Systematic means regularity, in this case learning must be carried out in a certain sequence of steps, from planning, implementation to assessment.
2. After the learning process, of course the teacher needs to know the effectiveness and efficiency of all components in the learning process. For this reason, teachers must evaluate learning. Likewise, when students finish following the learning process, of course they want to know how far the results have been achieved. For this reason, the teacher must conduct an assessment of learning outcomes.
3. Learning is interactive and communicative. Interactive means that learning activities are activities that are multidirectional between students, teachers, learning resources, and the environment that influence each other, not being dominated by one component.
4. In the learning process, the teacher should be able to create conditions that allow student learning activities to occur. The conditions in question, among others: giving assignments, holding discussions, asking questions, encouraging students to dare to express opinions, including conducting evaluations or assessments.
5. The learning process is intended so that teachers can achieve learning objectives and students can master the competencies that have been set.

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<sup>9</sup> Novan Ardy Wiyani dan Barnawi, *Ilmu Pendidikan Islam*, (Cet: I, Yogyakarta; Ar-Ruzz Media, 2012), hlm 234.

In the learning process, the teacher will manage the entire series of learning activities, starting from making learning designs, carrying out learning activities, acting teaching or learning, evaluating learning including learning processes and outcomes in the form of "teaching impact". The role of students is to act in learning, namely experiencing the learning process, achieving learning outcomes, and using learning outcomes which are classified as "accompaniment effects". Through learning, the mental abilities of students will increase.<sup>10</sup>

## **Learning Evaluation Object**

It can be seen from several studies that produce various forms of tests that are used as tools to measure. Spiritual aspects include at least 4 things including:

### 1. ability

to be able to follow the program in an institution / school / institution. So the prospective student must have the appropriate ability. The measuring instrument used to measure this ability is called an ability test or aptitude test

### 2. personality

Personality is something that is found in humans and shows its form in behavior. In certain cases, information about personality is very necessary. A tool to determine a person's personality is called a personality test or personality test.

### 3. Attitudes

Actually, this attitude is part of human behavior as everything or a picture of personality that radiates outward. However, because this attitude is something that stands out the most and is very much needed in the association, many people want special information about it. A tool to find out the state of a person's attitude is called an attitude test. Because this test is a scale, it is called an attitude scale.<sup>11</sup>

## **Learning Evaluation Subject**

To carry out an evaluation of learning achievement or achievement, the subject of the evaluation is the teacher. One of the most significant developments in schools is the introduction of a formal and systematic teacher evaluation scheme (teacher appraisal). Self-evaluation of critical reflection by teachers on their own teaching is an important part of the ability to continuously improve and develop the quality of teaching (Dymoke and Harrison, 2008; Pollard et al., 2008). Pollard et al. (2008) refer to it as 'reflective teaching' when teachers conduct continuous self-evaluations to monitor, evaluate and revise their own practice repeatedly.

In a formal teacher evaluation system, or performance review/management, teachers are evaluated by a colleague. There are three main objectives underlying teacher evaluation:

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<sup>10</sup> *Op. Cit*, hlm 12.

<sup>11</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Cet: XI, Yogyakarta; Bumi Aksara, 1995), hlm 19.

1. Managerial. It is argued that regular teacher evaluations enable principals to more effectively monitor the extent to which teachers are carrying out their professional duties (teaching assignments, administrative tasks, etc.), to identify where there are issues that have managerial implications, and to look at specific teacher roles. potential for future developments in schools.
2. Public accountability. This aspect of teacher evaluation focuses on establishing tools that can be used by the central government, local governments, and school regulatory agencies, to ensure that teachers carry out their duties effectively. This is partly driven by the belief by some that there are teachers who are ineffective and that by operating a formal evaluation system some of them will tend to improve or be dismissed.
3. Professional development. It includes two paths. The first relates to the use of evaluation as a means of improving and developing the skills of teachers in order to fulfill their current duties more effectively and take on further tasks or responsibilities in the future. The second relates to career development which will increase the chances of promotion. these often complement each other even though they are not always the case.<sup>12</sup>

## **Learning Evaluation Principle**

To obtain better evaluation results, evaluation activities must start from the following general principles:

### 1. Continuity

Evaluation should not be done incidentally because learning itself is a continuous process. The evaluation results obtained at one time must always be connected with the results at the previous time, so that a clear and meaningful picture can be obtained about the development of students. The learning development of students cannot be seen from the product dimension only, but also from the process dimension and even from the input dimension.

### 2. Comprehensive

In evaluating an object, the teacher must take the entire object as an evaluation material. For example, if the object of the evaluation is a student, then all aspects of the student's personality must be evaluated, both cognitive, affective and psychomotor. Likewise with other evaluation objects.

### 3. Fair and Objective

In carrying out the evaluation, the teacher must act fairly without favoritism. The words "fair" and "objective" are easy to say, but difficult to implement. However, it is the duty of man to make an effort. All students must be treated equally without "discrimination". Teachers should also act objectively, as it is in accordance with the abilities of students. Therefore, the attitude of like and

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<sup>12</sup> Chris Kyriacou, *Efective Teaching Theory and Practice*, (Cet: I, Bandung; Nusamedia, 2011), hlm 336.

dislike, feelings of desire, and negative prejudice must be kept away. Evaluation must be based on actual facts (data and facts), not the result of manipulation or engineering.

#### 4. Cooperative

In evaluation activities, teachers should cooperate with all parties, such as parents of students, fellow teachers, principals, including the students themselves. This is intended so that all parties are satisfied with the results of the evaluation, and these parties feel valued.

#### 5. Practical

Practical means easy to use, both by the teacher himself who composes the evaluation tool and other people who will use the tool. For this reason, it is necessary to pay attention to the language and instructions for working on the questions.<sup>13</sup>

### **Learning Evaluation Tool**

A tool is something that can be used to make it easier for someone to carry out a task or achieve a goal more effectively and efficiently. The word "tool" is also commonly referred to as "instrument". Thus, the evaluation tool is also known as an evaluation instrument.

The evaluation technique consists of non-test and test techniques:

#### a. Non-test technique

The non-test techniques are classified as:

1. Graded scale (rating scale)
2. Questionnaire (questionair)
3. Match list (check list)
4. Interview (interview)
5. Observation
6. Curriculum Vitae

#### b. Test technique

In terms of usability to measure students, it is distinguished by the presence of three kinds of tests, namely:

1. Diagnostic tests
2. Formative test
3. Summative test.<sup>14</sup>

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<sup>13</sup> *Op. Cit*, Evaluasi Pembelajaran, hlm 31.

<sup>14</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan Edisi Revisi*, (Cet: XI, Jakarta; Bumi Aksara, 2011), hlm 33.



## Scope of Learning Evaluation

In general, the scope of evaluation in the field of education in schools includes three main components: namely:

### 1. Evaluation of Teaching Program

Evaluation or assessment of the teaching program will include three things, namely: (a) evaluation of the teaching objectives, (b) evaluation of the content of the teaching program, (c) evaluation of teaching and learning strategies. The two evaluations have been explained previously, and for the evaluation of teaching and learning strategies are:

Evaluation is part of the teaching and learning process which as a whole cannot be separated from teaching activities. Some teachers still have inaccurate assumptions. Assumptions that are not in place, for example, are common if evaluation activities do not have a specific purpose, except that evaluation is an activity required by regulations or laws. 20 of 2003 concerning the National Education System, which states that the evaluation of student learning outcomes is carried out by educators to monitor the process, progress and improvement of student learning outcomes on an ongoing basis. To achieve this goal, the following description discusses the evaluation methods carried out by teachers to produce better teaching and learning activities. There are four considerations that need to be considered by a teacher in evaluating learning.

- a. Identify goals that can be described from a) evaluation procedures and their relationship to teaching, b) development of individual needs interest, c) individual needs of students, d) needs developed from the community/community, e) developed evaluation of preliminary learning outcomes, f) developed from job analysis, g) judgment from evaluation experts.
- b. Determine the learning experience that is usually realized with the pretest as the beginning, middle, and end of the learning experience (posttest).
- c. Determine achievable standards and “challenge” students to study harder. Making standards that can be taught through the creation of materials, the use of visual aids. In addition, standards can also be made through the development and use of observation tools that are often carried out by a teacher to meet their interests.
- d. Develop skills and make decisions to select goals, analyze problem solving questions, and determine student grades.<sup>15</sup>

### 2. Evaluation of the teaching implementation process

Evaluation of the teaching implementation process will include: (a) The suitability of the ongoing teaching and learning process, with the outlines of the teaching program that has been determined; (b) the conclusion of the teacher in

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<sup>15</sup> H.M Sukardi, *Evaluasi pendidikan prinsip dan operasionalnya*, Yogyakarta, Bumi Aksara, 2008.hlm

implementing the teaching program; (c) readiness of students in following the learning process; (d) students' interest or attention in following the lesson; (e) student activity or participation during the learning process; (f) the role of guidance and counseling for students who need it; (g) two-way communication between teachers and students during the learning process; (h) giving encouragement or motivation to students; (i) giving assignments to students in the context of applying the theories acquired in the classroom; (j) efforts to eliminate negative impacts that arise as a result of activities carried out in schools.

### **3. Evaluation of learning outcomes**

Evaluation of student learning outcomes includes: (a) evaluation of the level of mastery of students towards specific goals to be achieved in limited teaching program units; (b) evaluation of the level of achievement of students against the general goals of teaching.

Evaluation or assessment in teaching is not only carried out on learning outcomes, but also must be carried out on the teaching process itself. With the assessment, it is possible to revise the teaching design and teaching implementation strategy. In other words, it can serve as feedback and remedial teaching. Assessment of the teaching process still receives less attention than the assessment of the teaching results achieved by students. Therefore, remedial teaching efforts are rarely carried out by teachers, so that teaching strategies do not show significant changes from time to time and from situation to situation. This tendency almost occurs at all levels and levels of education.<sup>16</sup>

Talking about learning outcomes means that it is also related to the value. Evaluation of value education must also be carried out comprehensively by using good evaluation instruments. Because the evaluation of value/moral education must be able to accurately describe, both moral thinking/reasoning, moral affect (relationship with feelings or conscience), and moral behavior (moral action), it is necessary to develop evaluation instruments for these three domains. The development of the three types of instruments can be based on the development of moral reasoning by Kohlberg, affective development by Dupon, and continuous behavioral observation.<sup>17</sup>

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<sup>16</sup> Ahmad Rohan dan Abu Ahmad, *Pengelolaan Pengajaran*, (Semarang: Rineka Cipta, 1990) hlm 159.

<sup>17</sup> Darmiyati Zuchdi, *Humanisasi Pendidikan*, (Yogyakarta: Bumi Aksara 2009) hlm. 56.

## CONCLUSION

Evaluation is carried out in order to measure the success of learning, the measurement is carried out indirectly. An educator who wants to determine which of the other students is measured is not only focused on cognitive intelligence, but the symptoms or phenomena that appear or radiate from the intelligence possessed by the students concerned.

In learning evaluation activities, in general, fixed units or units are used. The use of fixed units or units is based on the theory which states that each student population is heterogeneous, for example: different gender, different school of origin, different socio-economic status of their parents, varying social environment, different domicile and etc.

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