

Learning Assessment of Humanity Courses in Project Based Learning (PBL)

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Abstract

The demand for Vocational Education graduates to have the skills that are needed in the work place is a challenge for these Vocational Education institutions. Various efforts in teaching methods at Vocational Education institutions have been carried out with the intention of increasing the competitiveness of Vocational Education. Practice has the largest percentage in vocational education. Multimedia utilization; practice and work with groups; take advantage of the surrounding environment; as well as multiple aspects. One of the kinds in learning that fits with the previous explanation is the type of Project Based Learning or PBL. Learning evaluation is the process of obtaining data and information needed to determine how far and how learning has taken place in order to be able to make the necessary judgments and improvements to maximize results. The purpose of this research is to examine the needs analysis of assessment instruments in humanities courses, especially in English course. After having an attention to the stages of analysis of the questions in this study, it can be concluded that the types of assessment needed in learning evaluation activities in Project Based Learning or PBL classes are: (1) types of learning evaluation in the form of Authentic Assessments; (2) the type of learning evaluation is in the form of an Test Assessment.

Keywords: *learning evaluation, authentic assessment, test evaluation, PBL.*

INTRODUCTION

One of the attempts in increasing the competitiveness of vocational education is to formulate a form or type of learning that is adapted to the culture and nature of Vocational Education itself. According to Prof. Dr. Nyoman Sadra D (2011), learning strategies for vocational education is using current learning strategies. They are, active, creative, effective and fun learning (joyful learning). This statement is in accordance with the culture of Vocational Education where the largest percentage of its learning is practice. multimedia utilization; practice and work with groups; take advantage of the environment as well as multiple aspects. One type of learning that fits the previous description is the type of Project Based Learning or PBL learning. Lately, the type of Project Based Learning or PBL

learning has become an interesting topic of discussion within Vocational Education Institutions.

Project Based Learning or PBL is a type of learning method that focuses on students, in this study means students of polytechnic. This type of learning is very demanding for students in solving real problems that are engineered by lecturers who act as a facilitator. Project Based Learning or PBL can be very flexible in its application and adapted to the needs of learning outcomes, it could be used with only one course or multiple courses. In this case, humanities courses are no exception in using Project Based Learning or PBL learning types, especially when humanities courses are combined with other courses, so that the implementation of this type of PBL learning becomes interesting to bring into a discussion. There are many things that are important in the learning process within the discussion of learning methods, one of them is the learning assessment.

Learning evaluation is the process of obtaining data and information needed to determine how far and how on going learning has taken place in order to be able to make the necessary judgments and improvements to maximize the results. This definition is supported by the opinion of Mahrens & Lehmann (1978 in Purwanto, 2013) which states that evaluation is a process of planning, obtaining and providing information that is needed to make alternative decisions. To carry out ideal and appropriate learning evaluation activities, an assessment instrument is needed that is used during the teaching and learning process.

An assessment instrument is a tool which is used for data collection that will later be used as a basis for analysis and interpretation in making decisions. This statement is supported by the opinion of Arikunto (2002), that the instrument is a tool in collecting data or information. Meanwhile, according to Anas Sudjiono (2011) states that assessing is a decision-making activity. The need for assessment instruments for a type of learning is surely very important in preparing a complete learning process, from the beginning to the end of learning.

Authentic assessment is a term that introduced to describe a variety of alternative assessment methods that allow students to demonstrate their ability to complete assignments and solve problems. At the same time, expressing knowledge and skills by simulating situations that can be encountered in the real world outside the learning environment (Hymes, 1991). Authentic assessment includes three domains of learning outcomes, they are attitudes, skills and knowledge. Authentic terminology is synonymous with genuine, real or actual, valid or reliable. Conceptually, authentic assessment is significantly more meaningful than standardized multiple choice tests (Kemendikbud, 2013). Authentic assessment can be concluded that it focuses more on process assessment than on final outcome assessment. Authentic Assessment is carried out while the teaching and learning process is ongoing, starting from the beginning as a preparatory stage and continuing. Authentic Assessment has several forms of assessment that must be carried out holistically by the teacher.

In the world of education, the term test itself is not peculiar. Although there are still many other terms such as assessment or evaluation. In essence, the test has its own

meaning and different from what has been mentioned before. The difference in the terms above also creates confusion in the understanding of each individual which should be understood according to its meaning.

According to Haryanto (2020), a test is a statement or task or a set of tasks which are planned to obtain information about the nature or attributes of education or psychology where each question or task has an answer or provision that is considered correct. The test is also an activity that must be carried out by students to measure the level of understanding and assignments within the scope of the material that has been given and in accordance with the learning objectives. Meanwhile, according to Muhammad Hasan (2021) it further defines that a test is a tool or procedure used to find out or measure something in an atmosphere, in ways and rules that have been determined. In relation to student learning, the test is a method of determining the ability of students to complete tasks that have been determined by the teacher. The form of the test itself varies, it can be a written test, multiple choice or oral test.

The written test is the most common and widely known test used by teachers. The written test has a meaning in which the questions and answers on the test are given to the students in written form. The form of a written test is used to measure cognitive abilities which include memory or memorization as well as understanding, analysis, synthesis and evaluation. Kunandar (2013) states that the written test belongs to the verbal test group, in the sense that the written test is given to students in written form. Suyadi (2021) also states that the form of a written test is a form of test used by the teachers in measuring students' achievement of knowledge (cognitive) competencies. The written test consists of: (1) multiple choice questions; (2) filling the gap; (3) short answers; (4) true-false; (5) matchmaking; (6) description.

From the description above, the purpose of this research is to examine the needs analysis of assessment's instruments in humanities courses, especially in English course at Politeknik Pelayaran Surabaya with the type of Project Based Learning or PBL learning. Which type of assessment instrument is more effective and highly relevant to be implemented in humanities classes, especially English with the type of Project Based Learning or PBL learning. This research also has limitations only on the analysis of the needs of assessment instruments, which will later be followed by the development of needs assessment instruments. So that in the end, it becomes a type integrity and also an assessment instrument for the Project Based Learning class.

METHOD

The research method used in this assessment instrument needs analysis study is a qualitative descriptive research method. This method is used to describe or potray the current situation in depth. Meanwhile, the approach used by the researchers is an Action Research approach, because this research focuses on solving problems that occur in research subjects, which is assessment instruments. According to Fitria Widayani R (2021), the main purpose of action research is to increase understanding of the practice areas carried out by practitioners, this makes it is in line with the research objectives, which is to

determine what types of assessment instruments will be used in humanities courses in collaborative research between the Surabaya Shipping Polytechnic and Madura State Polytechnic, so that it can be put to good use by humanities lecturers, especially English courses to be implemented in classes with PBL learning types.

In this study, researchers involved two variables. Both are the independent variable (X) and the dependent variable (Y). According to Mukhtazar (2020) regarding independent variables are variables that influence or cause changes or the emergence of dependent variables. It is called the independent variable because it is free to influence other variables. The dependent variable in this study is the needs analysis of the assessment instrument in the Project Based Learning class in the humanities course. While the independent variable in this study is the development of Assessment Instruments in Learning Evaluation.

The location in this study was the Surabaya Shipping Polytechnic in collaboration with the Madura State Polytechnic with humanities courses, especially English courses at both institutions.

The type of data in this study is a qualitative descriptive taken from the observation technique in the research instrument. Field observations were carried out by the researcher and research members where the results of these field observations later became the main research data source.

The instrument used in this research is an observation, it means that the researcher collects the data directly from the field. According to Conny R. Semiawan (2010), data from observation techniques can also be in the form of interactions within an organization or the experiences of members in organizations.

The procedure for this research can be explained through a cycle of action research described by (Kemmis & Mc. Taggart, 2014) with a cycle that always rotates as shown in the following figure:

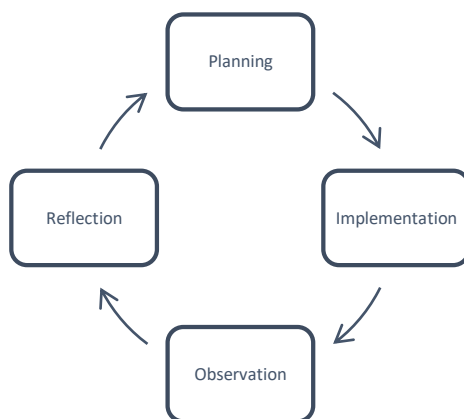


Figure 1. Cycle model in action research

Figure 1 explained that if the researcher is not satisfied with the results of the research, then the researcher can continue with the second, third and next cycles with the same steps.

CONCLUSION

The need for analysis of assessment instruments in learning evaluation activities in Project Based Learning or PBL classes is considered as important. With the collaborative research between Surabaya Shipping Polytechnic and Madura State Polytechnic, this has become a medium that is very helpful in analyzing the instrument needs of the two institutions because they have the same problems in dealing with classes with the type of Project Based Learning or PBL learning, especially in humanities courses such as Language courses. English.

Based on the description of the analysis in the previous point, a conclusion can be drawn that the Project Based Learning or PBL class at Surabaya Shipping Polytechnic and at Madura State Polytechnic requires an assessment instrument in its learning evaluation activities. After paying attention to the stages of analysis of the questions in this study, it can be concluded that the types of assessment needed in learning evaluation activities in Project Based Learning or PBL classes are: (1) types of learning evaluation in the form of Authentic Assessments; (2) the type of learning evaluation is in the form of an Assessment Test. The selection of the two types of learning evaluation has certainly gone through the analysis stages over the cycles of the research.

The decision of this type of Authentic Assessment is because in this class with Project Based Learning or PBL, students are faced with a problem that has been predetermined by the teacher or a structured assignment. The characteristic of this structured task is to raise topics or themes that are directly related to the real world, interact with society, the environment and real problems. Authentic Assessment presents a method in which students are assessed from the structured task activities starting from the beginning to the end of learning, taking into account the learning objectives at the preparation stage. Therefore, this Authentic Assessment offers a holistic evaluation of students. Also, through this Authentic Assessment, students will have a role in overseeing the development of learning in themselves. This is very possible because one of the characteristics of Authentic Assessment is assessing when the teaching and learning process is ongoing. For example, when students are given the task of making a presentation to a humanities class, in this case an English course, the teacher has previously determined what theme the students will present. Teachers who have previously carried out the preparatory process for giving assignments that refer to learning outcomes, will assess when students prepare and present these assignments. Authentic Assessment is felt to be a learning evaluation tool that can measure accurately considering that in this Project Based Learning class it combines several courses in a project. This makes the paradigm of learning English change, from previously being in class and being given material using the lecture method, to being in a project activity by combining several courses in it.

Meanwhile, the second type of assessment that will be used in the Project Based Learning or PBL class is the Evaluation Test. Referring to the definition and also the function of this type of learning evaluation in the previous chapter above, Evaluation Test is still very much needed even though this Project Based Learning or PBL class combines several

courses in a project. In humanities courses, especially English course, learning outcomes are still very common if students are faced with mastery of grammar. Students are still required to understand a form and use of grammar when learning language in an academic environment. Not only mastery of English in spoken form but students are also expected to be able to master English with good grammar in written form. Understanding of good and correct forms of grammar is still one of the relevant learning outcomes for students in English classes for non-native speakers, where students are still required to write a final project in the form of a thesis at D3 and D4 levels. Evaluation of learning with the kind of Evaluation Tests are needed because this type of evaluation is used to measure students' cognitive or memory abilities. Evaluation Tests using written tests are very relevant when the teacher wants to measure students' memory and understanding of grammar or English grammar. Indeed, in the implementation when Project Based Learning or PBL classes are running, several courses are combined into a project, therefore the teacher continues to insert grammar or grammar material in the students' independent assignment sessions.

The conclusions that can be drawn from the results of data analysis and discussion in the previous chapter are (1) The need for analysis of assessment instruments in learning evaluation activities in Project Based Learning or PBL classes is important. With the collaborative research between Surabaya Shipping Polytechnic and Madura State Polytechnic, this has become a medium that is very helpful in analyzing the instrument needs of the two institutions because they have the same problems in dealing with classes with the type of Project Based Learning or PBL learning, especially in humanities courses such as English course.

(2) After paying attention to the stages of analysis of the questions in this study, it can be concluded that the types of assessment needed in learning evaluation activities in Project Based Learning or PBL classes are: (A) types of learning evaluation in the form of Authentic Assessments; (B) the type of learning evaluation is in the form of an Assessment Test.

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