

## Learning Outcome Evaluation Techniques

Amanda Rezeki Padila<sup>1</sup>, Arif Akbar<sup>2</sup>, Dwi Andini<sup>3</sup>, Dinda Aulia Prastiwi<sup>4</sup>,  
Lisa Seprina Br Sembiring<sup>5</sup>

<sup>1,2,3,4,5</sup>Institut Syekh Abdul Halim Hasan Binjai, Indonesia

Email: [amandapadila24@gmail.com](mailto:amandapadila24@gmail.com); [1708arifakbar@gmail.com](mailto:1708arifakbar@gmail.com); [andinidwi491@gmail.com](mailto:andinidwi491@gmail.com);  
[dindaauliaprastiwi2004@gmail.com](mailto:dindaauliaprastiwi2004@gmail.com); [lisaseprina@gmail.com](mailto:lisaseprina@gmail.com)

### ABSTRAK

Bagi seorang guru, untuk mengetahui hasil belajar siswa harus memiliki pengetahuan tentang Evaluasi hasil belajar, yang memiliki berbagai tahapan, sehingga Evaluasi yang dilakukan dapat terukur dan akurat. Penelitian ini dilakukan untuk mengkaji bagaimana teknik Evaluasi hasil belajar itu dapat terlaksana, penelitian ini bersifat kualitatif dengan menganalisis beberapa buku literatur dan sebagai sumber data utama. Adapun hasil penelitiannya yaitu Langkah-langkah Evaluasi hasil belajar yaitu, menyusun rencana Evaluasi hasil belajar, menghimpun data, melakukan verifikasi data, mengolah dan menganalisis data, memberikan interpretasi dan menarik kesimpulan, tindak lanjut terhadap hasil Evaluasi. Dengan menggunakan teknik Evaluasi hasil belajar berupa teknik tes, teknik objektif dan teknik non tes.

**Keyword: Teknik Evaluasi; Hasil Belajar; Pendidikan**

### ABSTRACT

*For a teacher, to know student learning outcomes, they must have knowledge about evaluating learning outcomes, which has various stages, so that the evaluation carried out can be measured and accurate. This research was conducted to examine how learning outcomes evaluation techniques can be implemented. This research is qualitative in nature by analyzing several literature books and as the main data source. The results of the research are the steps for evaluating learning outcomes, namely, preparing a plan for evaluating learning outcomes, collecting data, verifying data, processing and analyzing data, providing interesting interpretations and conclusions, and nothing more about the evaluation results. By using learning outcomes evaluation techniques in the form of test techniques, objective techniques and non- test techniques.*

**Keyword: Evaluation Techniques; Learning Outcomes; Education**

### Corresponding Author:

Amanda Rezeki Padila,  
Institut Syekh Abdul Halim Hasan Binjai,  
Jl. Insinyur H. Juanda No.5, Timbang Langkat, Kec. Binjai Tim., Kota  
Binjai, Sumatera Utara 20737, Indonesia  
Email: [amandapadila24@gmail.com](mailto:amandapadila24@gmail.com)



## 1. INTRODUCTION

A prospective teacher will be required to be truly professional in carrying out his duties as an educator. In teaching, a teacher will be required to be able to provide the best education so that he can achieve the desired educational goals (Sawaluddin Sawaluddin, et. al., 2018). Evaluation in Islamic education is a method or technique for assessing student behavior based on comprehensive calculation standards for all aspects of students' mental, psychological and religious spiritual life (Sawaluddin Sawaluddin, et. al., 2018).

Because the person desired by Islamic education is not only a person who is religious, but also has knowledge and skills who are able to do good deeds and serve God and society (Laila Hamidah, et. al., 2019). In that case, educational evaluation is one part of the activities carried out by a teacher to support the achievement of the 5 educational goals (Sawaluddin, 2020), and among the evaluations carried out by teachers is evaluation of learning outcomes, where this evaluation is carried out to measure the extent which are the students' knowledge and skills after receiving material and direction from a teacher. Evaluation of learning outcomes is very important where a teacher must be truly professional and objective in carrying it out, because on the teacher's side it will decide whether a student is successful or not (Sawaluddin, 2019)

In the learning context, evaluation is generally oriented towards educational goals which include several types of goals including national educational goals, institutional goals, general instructional goals, and specific instructional objectives that include performance (Performance) In a broader context, curriculum evaluation and System evaluations vary according to the evaluator's own choices. Evaluation model emerged because of continuous explanatory efforts derived from development of measurement and human desire to try to implement it evaluation principles in a more abstract scope in the field of science education, behavior and art.

For evaluation purposes, various evaluation techniques are needed, such as questionnaires, tests, scales, observation formats, etc. From that There are many evaluation techniques, which can generally be grouped into two, namely: test and non-test techniques. Especially for evaluating learning outcomes evaluation techniques the most widely used is the test. Therefore, discussion of evaluation learning outcomes with more emphasis on giving value to scores test results, will also specifically discuss test development for increasing the validity and reliability of tests as an evaluation technique.

## 2. RESEARCH METHOD

This research was conducted to examine the steps and techniques for evaluating learning outcomes, The research is qualitative in nature by analyzing several literature books and as the main data source.

- a. Formulate the objectives of carrying out the evaluation. This is because evaluation without a goal will run without direction and result in the evaluation losing its meaning and function.
- b. Determining the aspects that will be evaluated, for example cognitive, affective or psychomotor aspects, such as test question items.
- c. Determining benchmarks, norms or criteria that will be used as a guide or benchmark in providing interpretation of evaluation results data.
- d. Determining the frequency of learning outcomes evaluation activities themselves.

## 3. RESULTS AND DISCUSSION

### A. *Evaluation concept*

Evaluation is an integral part of education or teaching so that planning or preparation (Sawaluddin, et. al., 2020), implementation and utilization cannot be separated from the entire education or teaching program. The results of the evaluation obtained can then be used to improve the way students learn (formative function). According to Anas Sudijono (2011), evaluation can be carried out exactly at the expected time and the results are effective and in the right direction, it is necessary to follow the following steps:

1. Develop a plan for evaluating learning outcomes. Planning for evaluating learning outcomes generally includes:
  - a. Formulate the objectives of carrying out the evaluation. This is because evaluation without a goal will run without direction and result in the evaluation losing its meaning and function.
  - b. Determine the aspects to be evaluated, for example cognitive, affective or psychomotor aspects
  - c. Select and determine the techniques that will be used in the implementation of the evaluation, for example whether to use test or non-test techniques
  - d. Develop measuring tools used in measuring and assessing student learning outcomes, such as test items.
  - e. Determine benchmarks, norms or criteria that will be used as a guide or internal benchmark.
  - f. Determine the frequency of the learning outcomes evaluation activity itself (Sawaluddin, Sawaluddin., 2018).

Evaluation techniques are classified, namely :

- a. Non-test technique What this means is that the assessment or evaluation of student learning outcomes is carried out without testing the students.
- b. Match List What this means is a test in the form of a list of questions that will be answered by adding a matching tag (x) in the column provided.
- c. Interview What this means is all verbal question and answer processes, where two or more people are physically face to face, one can see the other's face, hear with his own ears his voice. Questionnaire List
- d. What this means is a form of test in the form of a list of questions asked to respondents, in the form of personal circumstances, experiences, knowledge, attitudes and opinions about something.
- e. Observation (Observation) What this means is an evaluation technique that is carried out by researching carefully and systematically. By using sensory tools, observations can be made of aspects of student behavior at school. Because this observation is directly related to students' personal aspects, it has advantages over other non-test tools.

## **B. Basic Principles of Learning Outcome Evaluation**

### **1) Overall Principles**

Evaluation of learning outcomes can be carried out well if it is deep. Its implementation always adheres to the following three basic principles, namely: (1) overall principle, (2) continuity principle, (3) objectivity principle. The overall principle or overarching principle is also known as principle of comprehensiveness. By comprehensive principles is meant that evaluation Learning outcomes can be said to be implemented well if the evaluation is carried out implemented in a round, complete and comprehensive manner. Please note that evaluation of learning outcomes cannot be carried out randomly separately or piece by piece, but must be implemented sequentially whole and comprehensive. In other words, evaluation of learning outcomes must be possible includes various aspects that can describe development or changes in behavior that occur in students as creatures living and not inanimate objects. In this connection, evaluation of learning outcomes in

Besides being able to reveal aspects of the thinking process (cognitive domain) it can also reveal other psychological aspects, namely aspects of values or attitudes (psychomotor domain) that is inherent in each individual student. If associated with the Islamic Religious Education learning process, then evaluation of learning outcomes in the Islamic Religious Education subject should not only reveal students' understanding of the teachings of the Islamic religion, but should also be able to reveal: to what extent Students can appreciate and practice Islamic teachings.

### **2) Principle of Sustainability**

The principle of continuity is also known as the continuity principle (continuity). By the principle of continuity, we mean evaluation Good learning outcomes are evaluations of learning outcomes that are carried out regularly regular and continuous over time. With evaluation of learning outcomes carried out regularly, in a planned manner and scheduled, it is possible for evaluators to obtain information which can provide an overview of progress or development students, from the moment they start participating in the education program until the moment they end the educational program they are taking. Evaluation of learning outcomes is also carried out on an ongoing basis intended so that evaluators (teachers, lecturers and others) can obtain

certainty and stability in determining steps or formulating policies that need to be taken for the next period, in order to achieve this goal teaching as formulated in the Special Instructional Objectives (ICT) can be achieved as well as possible.

### **3) Principle of Objectivity**

The principle of objectivity contains the meaning of evaluating results learning can be stated as a good evaluation if it can be separated from factors that are subjective in nature. In this regard, in carrying out the evaluation of learning outcomes, a person evaluators must always think and act reasonably, according to the circumstances in fact, it is not interfered with by vested interests subjective. This third principle is very important, because when you do it evaluation of subjective elements sneaking into it, will be able to tarnishes the purity of the evaluation work itself.<sup>10</sup> In order to obtain learning outcomes objective in the sense of describing students' achievements and abilities, So the assessment must use a variety of assessment tools and their properties comprehensive Meanwhile, according to Sukardi, in education there are several principles

Evaluation can be seen as follows: a) Evaluation must still be within a grid predetermined goal work; b) Evaluation should be carried out sequentially comprehensive; c) Evaluation is carried out in a cooperative process between teachers and students; d) Evaluation is carried out in a continuous process; and e) Evaluation must be caring and consider applicable values.

## **C. Characteristics of Learning Outcome Evaluation**

Among the characteristics of learning outcomes evaluation are as stated in the following description:

The first characteristic is that the evaluation is carried out in order to measure The students' learning success is measured indirectly direct. An educator (teacher, lecturer, etc.) who wants to determine among students (pupils, pupils, university students) who are classified as "more smart" than other students, then what is measured is not "smart". but rather symptoms or phenomena that appear or radiate from intelligence owned by the students concerned.

The second characteristic is that measurement is used to assess learning success Students generally use measures that are quantitative, or more often using number symbols. Results The measurements in the form of numbers are then analyzed using using statistical methods to ultimately provide an interpretation qualitative. For example, for elementary, middle and high school levels, standard scores are given on a scale of ten, in universities the standard score on a scale of one hundred is used.

The third characteristic is the evaluation of learning outcomes in general fixed units or units are used. Use of units or These fixed units are based on a theory which states that at each student population is heterogeneous in nature. The fourth characteristic is the learning achievement achieved by students from time to time is relative, in the sense: that the evaluation results on students' learning success in general, not always showing similarity or constancy.

The fifth characteristic is that it is difficult to evaluate learning outcomes avoidance of measurement errors (errors). Results evaluation activities learning requires data obtained through measurement activities. Activity measurement requires measuring tools or instruments that are expected to produce results valid and reliable data. Measurement activities are carried out in the form of homework assignments, quizzes, mid-semester and end-of-semester tests.

#### 4. CONCLUSION

From the results of analysis with friends including: Dwi Andini, Dinda Aulia Prastiwi, Amanda Rezeki Padila, Arif Akbar, Durroh Ma, Ayu Nisa Lestari, Calvin Apriando Ginting, Dani Kurniawan, Lisa Seprina Br Sembiring, Kati Zinger Wan Ranto, Ade Lylyana, Isnada Yaa Dila.

Evaluation itself is a process that determines the conditions under which a... the goal has been achieved. This definition explains the relationship directly evaluation with the aim of an activity that measures the degree, where a goals can be achieved well. Apart from that, evaluation is also a process understand, give meaning, obtain and communicate information for decision making purposes.

Based on the description of the discussion above, the author can draw the following conclusions: Evaluation as a collecting activity data and information regarding students' learning abilities, to assess their progress where the program (instructional system development) has been running, and also as a tool for determining what educational goals and learning processes are The development of science has proceeded as it should. Evaluation aims to determine the level of student achievement in a process learning, as well as to understand students to what extent they can provide assistance to student deficiencies, with a goal placing students in more appropriate learning situations according to their level the abilities he has. While the evaluation function is to assist the process, progress and development of learning outcomes

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