
The Implementation of Evaluation and Assessment of Language Learning in Merdeka curriculum at Vocational Schools

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Abstract

This research aims to explore the implementation of language learning evaluation and assessment in the Independent Curriculum at Al Maksum Vocational High School (SMK), especially in language subjects. The data collection method involves observation and interviews, with a focus on the evaluation model used, assessment methods, and the obstacles teachers face in the evaluation and assessment process. The results of interviews with six language teachers showed variations in evaluation forms, such as written tests, presentations, group discussions, and projects. The main obstacles faced include time constraints, lack of training, and technological barriers during online learning. As innovations, the use of technology in assessment, project-based learning, and adaptive learning are proposed to increase the effectiveness of evaluation and assessment. This research contributes to understanding the dynamics of evaluation and assessment in language learning in the context of an independent curriculum, with implications for improving the quality of learning at Al Maksum Vocational School.

1. Introduction

To achieve learning goals and improve the quality of education, continuous and sustainable efforts are needed so that we can obtain information and carry out follow-up actions to overcome problems related to learning goals and education quality. An undertaking undertaken at the level of the educational institution or unit is the administration of evaluations and assessments (Ahmed & Alfarsi, n.d.). The purpose of school evaluations and assessments is to guarantee that students' learning is effective and that they meet standards for educational quality. Furthermore, evaluations and assessments serve the purpose of aiding educators and institutions

in gauging students' proficiency and comprehension, pinpointing areas of strength and weakness in the educational journey, and implementing enhancements to guarantee the most favorable results (Malik & Asif, 2022). In addition to motivating students to strive harder and provide feedback on their accomplishments and development, evaluations and assessments facilitate students' identification of areas for improvement and the development of strategies to address them (Theodoridis & Kraemer, n.d.). Evaluations and assessments serve a broader purpose by ensuring that educational institutions adhere to national education standards, assessing the caliber of schools and instructors, and providing guidance to educational organizations and governments in their efforts to shape the trajectory and emphasis of educational progress (Winda & Dafit, 2021). The National Assessment is one type of evaluation conducted at the national level.

Evaluation and assessment in language learning are two important aspects that are inseparable in the educational process (Tipari, 2019). Evaluation refers to the process of collecting and analyzing data to assess student progress and achievement. It involves a variety of methods, including exams, projects, and classroom observations, with the aim of understanding the extent to which students have achieved learning objectives. Evaluation helps teachers to adjust teaching methods and provide feedback to students, allowing for improvement and further development (Son, 2017).

On the other hand, assessment is related to giving values or assessments to the results of the evaluation. Assessment is not just about assigning numbers or letters to students, it also involves interpretation and analysis of results (Biju et al., 2023). Grading can help provide a more holistic picture of a student's language abilities, including aspects such as comprehension, speaking, writing and listening skills. Effective assessment can provide valuable information to improve teaching and measure achievement of language learning goals. In the context of language learning, evaluation and assessment are not only tools for measuring language understanding, but also a means for promoting the comprehensive development of language skills (Ibrahim & Ibrahim, 2019). Evaluations can stimulate students' engagement in a variety of language activities, while they help present a comprehensive picture of their communicative abilities. By integrating balanced evaluation and assessment, educators can create a learning environment that supports holistic language development and prepares students to face the communicative demands of today's global society (Heydarnejad, 2023).

In 2021, the Ministry of Education and Culture issued Permendikbudristek 17 of 2021 concerning National Assessment, which outlines a policy pertaining to the implementation of the National Assessment. Annually, students in grade 6 of elementary school, grade 9 of junior high school, and grade 12 of SMA/SMK/MA complete the National Assessment. According to the Minister of Education and Culture, "AN implementation is still outstanding." We cannot otherwise calculate learning loss or determine which institutions require our assistance the most (Kompas, 2022). The DPR and the Ministry of Education and Culture desire this." The Minister of Education and Culture issued a statement in which he underscored the critical nature of executing the National Assessment. This assessment serves as a means of measuring the extent to which learning loss has been impacted throughout

the Covid-19 era. Learning loss occurs when a dearth of teacher-student interaction during the learning process causes a child to lose interest in learning (Rejeki, 2022).

Evaluation plays a significant role in enhancing the quality of education within every primary and secondary education unit, in addition to its primary function (Drápela, 2022). Evaluations are conducted by stakeholders, educators, and principals to determine the effectiveness of a system, product, or program implemented at the educational unit level. Assessment methods may include midterm examinations, final semester assessments, academic examinations, assignments, interviews, and observations (Lai & Hoa, 2020). Various academic institutions conduct evaluations on a yearly basis, quarterly, or even monthly, contingent upon the policies established within a given region. In each educational unit, the evaluation results may be utilized as a follow-up to enhance the quality of instruction and maximize the accomplishment of learning objectives.

This research was prepared not only to find out about Language Learning Assessment, but more to obtain information and an overview regarding the implementation of evaluation and assessment at the educational unit level. The writing team made observations at Al Maksum Stabat Vocational School and conducted interviews with several teachers, especially English and Indonesian teachers at Al Maksum Stabat Vocational School. The results of observations and interviews can be seen in the chapter on implementing evaluation and assessment. Preparing a report on the implementation of evaluation and assessment in schools is intended to accomplish the following:

- Determine the evaluation and assessment implementation model utilized by Al Maksum Stabat Vocational School.
- Determine which evaluation and assessment methods are implemented at Al Maksum Stabat Vocational School.
- Identify the challenges that educators encounter when attempting to implement evaluation and assessment procedures at Al Maksum Stabat Vocational School.
- As a repository of data that can be analyzed to generate advancements in the evaluation and assessment of language acquisition.

2. Research Method

The data collection method in this research emphasizes two main approaches, namely observation and interviews. Observations are used to describe the research context, provide in-depth understanding of the phenomena observed, and generate potential theories or hypotheses in the context of qualitative research (Pujaastawa, 2016). Meanwhile, in quantitative research, observation functions as a tool to test theories and hypotheses that have been formulated. Collecting information material through observation emphasizes certain techniques that support optimal results, where researchers are actively present in the school environment to directly observe the dynamics that occur (Sugiyono, 2018).

Furthermore, to obtain more in-depth information, this research also adopted an interview method. Interviews were conducted via virtual platforms such as Zoom, allowing researchers to interact with several teachers at the school without having to come into direct contact. Interview techniques were used to explore the views and experiences of teachers related to the phenomena observed through observation. By

combining the use of observation and interviews, it is hoped that this research can provide a holistic and in-depth understanding of the learning context in the school and provide a basis for developing theories or testing hypotheses that are relevant in the educational realm. The following are the instruments used in the interview.

Table: The Instruments Question

No	Questions
1	Do you find it difficult to carry out evaluations on online or offline learning? <i>Apakah Bapak/Ibu merasa kesulitan dalam melaksanakan evaluasi pada pembelajaran daring maupun luring?</i>
2	If so, what difficulties or obstacles do you experience in carrying out learning evaluations online or offline? <i>Jika ada, kesulitan atau hambatan apa yang Bapak/Ibu rasakan dalam melaksanakan evaluasi pembelajaran secara daring maupun luring?</i>
3	How do you carry out learning evaluations in online and offline learning? <i>Bagaimana cara Bapak/Ibu melaksanakan evaluasi pembelajaran pada pembelajaran daring dan luring?</i>
4	What type of evaluation do you use in the process of evaluating learning? <i>Jenis evaluasi apa yang Bapak/Ibu gunakan dalam proses mengevaluasi pembelajaran?</i>
5	What kind of evaluation tools do you use in the learning evaluation process? <i>Alat evaluasi seperti apa yang Bapak/Ibu gunakan dalam proses evaluasi pembelajan?</i>
6	Do you always provide evaluation questions for students at the end of each learning activity? <i>Apakah Bapak/Ibu selalu menyediakan soal evaluasi untuk siswa tiap akhir kegiatan pembelajaran?</i>
7	Do you observe and evaluate students' cognitive, affective and psychomotor domains? <i>Apakah Bapak/Ibu mengamati dan mengevaluasi ranah kognitif, afektif, dan psikomotorik siswa?</i>
8	How do you evaluate students' cognitive, affective and psychomotor domains? <i>Bagaimana cara Bapak/Ibu mengevaluasi ranah kognitif, afektif, dan psikomotorik siswa?</i>
9	What do you think about online learning during the last pandemic? <i>Bagaimana pendapat Bapak/Ibu mengenai pembelajaran daring saat masa pandemi lalu?</i>
10	What do you think about student learning outcomes in online learning during the pandemic at that time and during face-to-face meetings like now? <i>Bagaimana pendapat Bapak/Ibu mengenai hasil belajar siswa pada pembelajaran daring di masa pandemi saat itu dan saat tatap muka seperti sekarang ini?</i>

3. Findings

Based on the results of the interview questionnaire that has been prepared above, there are several answers that can be summarized. The total respondents in

this study were 6, who were English teachers and Indonesian teachers. This research is focused on language teachers, to find out the form of evaluation and assessment in vocational schools, especially in language teaching. Here are some questions that will be explained:

- Do you find it difficult to carry out evaluations on online or offline learning?

The majority of respondents answered that they did not find it too difficult to carry out this evaluation, because the assessment system was in place, both from government regulations and school policies in the form of learning evaluations in schools.

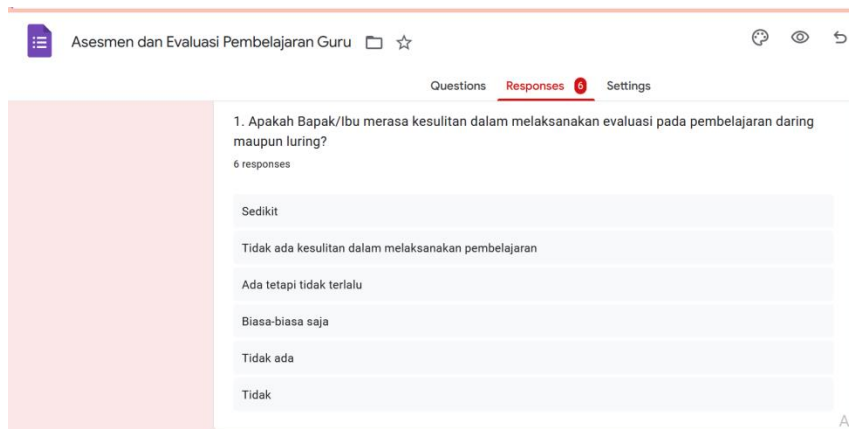


Figure 1: Difficulty encountered

- How do you carry out learning evaluations in online and offline learning?The following is a summary of question no.3

Discussion and Evaluation

- Done to discuss what is going well and not well in the learning process.
- Useful for making improvements and developments in the learning process.

Learning outcomes

- See whether students get good grades or not after the learning process.
- Useful for evaluating the effectiveness of the learning process.

Online Evaluation

- During the online learning process, evaluation needs to be carried out so that students focus more on learning.
- Ice breaking can be done if students lose focus on learning.

Studying Previous Material

- Studying the material for some time before starting the learning process can help students be better prepared to participate in learning.
- The process of providing important material in the learning process.

Question and answer

- Questions and answers can be conducted to ensure students' understanding of the material being taught.

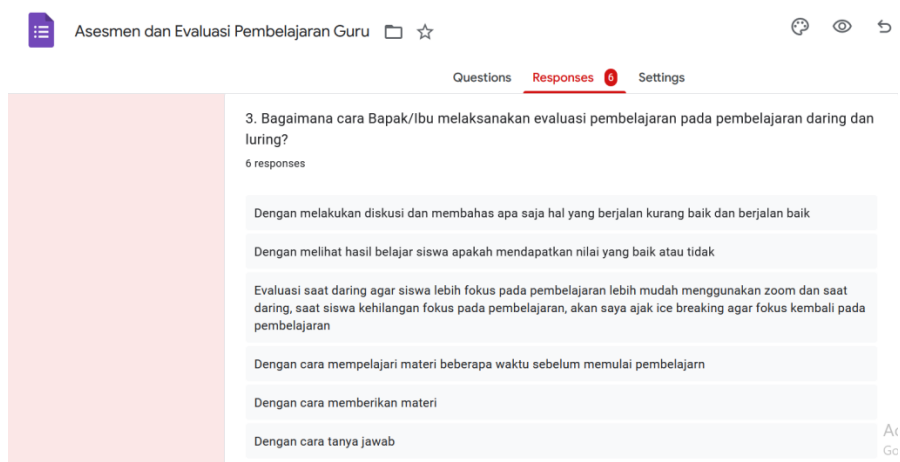


Figure 2: Evaluation Form

- Do you always provide evaluation questions for students at the end of each learning activity?

The question above is a form of question in item 6 of the interview questionnaire. There are very diverse answers, but the most common answer is that teachers provide evaluation questions at the end of each learning activity.



Figure 3: Evaluation questions

- Do you observe and evaluate students' cognitive, affective and psychomotor domains?

From the results obtained, all respondents answered "yes" (question point 7). This means that the school has instruments to determine the form of evaluation in the cognitive, affective and psychomotor domains. This answer is then supported in question point 8, regarding the methods and forms of evaluation in this domain.

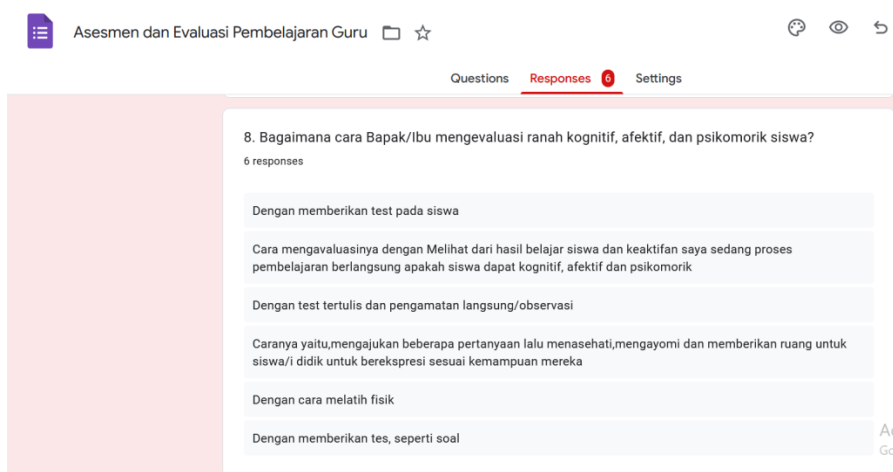


Figure 4: Evaluation of students' cognitive, affective and psychomotor domains

- What do you think about student learning outcomes in online learning during the pandemic at that time and during face-to-face meetings like now?

This is the final question to find out learning outcomes and find out the results of previous learning during the pandemic and currently. The following is a summary of the existing answers:

Online and Offline Learning Results

- There are differences in student learning outcomes during online and offline learning.
- Many students experience negative impacts on their learning outcomes while online because of the many obstacles experienced during the online learning process.

Differences in Learning Outcomes during the Pandemic

- Student learning outcomes are less effective when learning online compared to face-to-face.
- There is a significant difference in student learning outcomes face-to-face and online, where student learning outcomes are much better face-to-face.

Factors that Influence Learning Outcomes

- Students focus more on learning face-to-face compared to online.
- Students understand better when the material is explained directly.

Online and Face-to-Face Learning Considerations

- Face to face is considered much better than online, but sometimes online is better depending on the situation and conditions.
- During the pandemic, face-to-face is less effective and online is more efficient.

Quality of learning

- Unsatisfactory learning quality can affect student learning outcomes both in online and face-to-face learning.

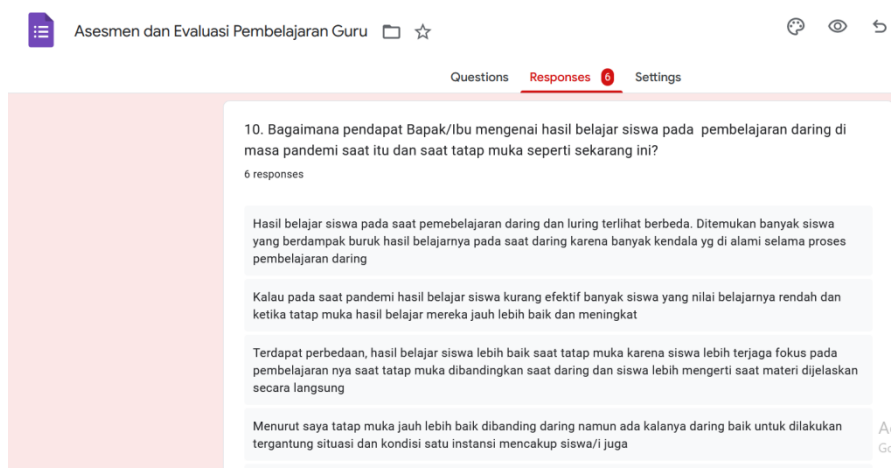


Figure 5: learning outcomes

4. Discussion

This section discusses the objectives of preparing reports on the implementation of evaluations and assessments at Al Maksum Vocational School, in accordance with the objectives outlined in CHAPTER 1 above. The discussion is also based on the results of observations and interviews as shown in the explanation above.

1. Forms of evaluation and assessment carried out at Al Maksum Stabat Vocational School

Evaluation and assessment are an important part of vocational school education, including language lessons. Several forms of evaluation and assessment that are commonly carried out at AL Maksum Vocational School in language lessons include:

- **Written Test:** A written test is a written evaluation carried out by students, which can be in the form of multiple choice questions, short essays, or essays. This test is usually done in class and graded by the teacher.
- **Presentation:** Presentation is a form of evaluation that requires students to present their ideas or written work in front of the class or group. This presentation can be assessed by the teacher or by fellow classmates.
- **Class Discussion:** Class discussion is an evaluation that involves active participation of students in group discussions in class. This group discussion is carried out to develop speaking skills, understand other points of view, and develop social skills and empathy.
- **Project:** A project is a form of evaluation that involves students creating a creative and original product or final result, such as making a short video. This project can be assessed by the teacher or by other students.

2. Obstacles faced by teachers in implementing evaluation and assessment at Al Maksum Stabat Vocational School.

From the results obtained in interviews, most of the obstacles encountered were problems during online learning during the previous pandemic. For face-to-face learning like now, only a few obstacles are found, including:

- Limited time: Teachers are often faced with limited time in carrying out evaluations and assessments, which makes it difficult for them to measure students' abilities as a whole.
- Lack of training: Teachers who do not receive sufficient training in implementing evaluation and assessment may find it difficult to develop appropriate assessment instruments and interpret assessment results correctly.
- Inadequate technology: In today's digital era, teachers often need adequate technology for effective evaluation and assessment. However, lack of access or limited technology can be an obstacle in carrying out evaluations and assessments.
- Unbalanced measurement of cognitive and affective aspects: Evaluations and assessments in language subjects often only focus on measuring cognitive aspects, such as students' abilities in reading, writing and speaking. Meanwhile, measuring affective aspects, such as students' motivation and attitudes towards language subjects, often receives less attention.
- Challenges in assessing creative skills: Language courses often emphasize creative skills, such as writing essays or creating stories. However, assessment of these creative skills is often difficult and requires more time to properly evaluate student work.

3. Innovation in evaluation and assessment of language learning at AL Maksum Vocational School.

Forms of innovation in the evaluation and assessment of language learning at Al Maksum Vocational School which are already underway, although not yet perfect, have led to forms of innovation, namely as follows:

- Use of technology in assessment: Technology can be utilized to create more interactive and engaging assessment instruments, such as online quizzes, automated assessment applications, or digital whiteboards. In assessing speaking or writing skills, technology can be used to record student presentations or assignments and make it easier for teachers to assess and provide feedback.
- Project-based learning: Project-based learning methods can be integrated with assessments that focus on learning outcomes and processes. Teachers can provide projects that integrate various language skills, such as reading, writing, speaking, and listening, and assess students' work thoroughly.
- Adaptive learning: Adaptive learning uses technology to provide material tailored to students' abilities, and allows teachers to track individual students' progress. Assessment in adaptive learning can be more accurate because it is adapted to students' abilities.

5. Conclusions

The conclusion that can be drawn from this discussion or research is that AL Maksum Vocational School carries out several forms of evaluation and assessment in language lessons, including written tests, presentations, group discussions and projects. Written tests are carried out by students and assessed by teachers with various types of questions. Presentations require students to present their ideas or written work in front of the class or group and can be assessed by the teacher or fellow classmates. Group discussions are carried out to develop speaking skills,

understand other points of view, and develop social skills and empathy. Meanwhile, projects involve students creating creative and original products or final results, such as making short videos, and can be assessed by the teacher or by other students.

Teachers at Al Maksum Stabat Vocational School face several obstacles in implementing evaluations and assessments, including limited time which makes it difficult for them to measure students' abilities as a whole, lack of training which makes it difficult to develop appropriate assessment instruments and interpret assessment results, Inadequate technology or lack of access to technology can be an obstacle in carrying out effective evaluations and assessments, unbalanced measurement of cognitive and affective aspects, and difficulty in assessing creative skills in language subjects because it takes longer to evaluate student work correctly. . Lack of attention to measuring students' affective aspects such as motivation and attitudes towards language learning also becomes a challenge in evaluation and assessment.

To overcome the obstacles faced, teachers can make several efforts such as increasing training in making appropriate assessment instruments, making better use of technology, measuring cognitive and affective aspects in a balanced manner, and developing appropriate assessment methods for creative skills. Additionally, teachers can consider variations in assessment instruments, such as written tests, projects, and presentations, to measure students' overall abilities. In implementing innovations, teachers need to ensure that the assessment instruments and learning methods used can measure students' abilities as a whole and meet the set standards. Apart from that, students also need to be given a clear understanding of the assessment criteria and learning objectives to motivate them to achieve good results.

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