

Student Competence in Carrying Out Learning Evaluations in the Era of Independent Learning

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ABSTRACT

This era, introduced by the Minister of Education and Culture, Nadiem Makariem, emphasizes the freedom of teachers and students to innovate, learn independently, and be creative. Student competency in learning evaluation is considered crucial to ensure the successful implementation of this new educational program. The research method used is a literature study focusing on scientific work relevant to the concept of Independent Learning, learning evaluation, and the role of students in the evaluation process. The analysis is carried out to detail key concepts, compare the views of various researchers, and synthesize information to provide a holistic picture. The research results show that student competencies include understanding various evaluation methods, planning skills, active participation, data analysis, and effective communication about evaluation results. Students need to be able to face a holistic evaluation approach that covers various aspects, including cognitive, affective, and psychomotor. The research conclusion underlines the importance of developing student competencies in learning evaluation in the Merdeka Belajar era. Research suggestions include the need for support from schools, teachers, and parents and the need to hold training and workshops to improve students' skills. Collaboration between education stakeholders is essential to ensure that the evaluation approach implemented is appropriate to student needs and supports the achievement of national education goals.

Keywords : Student Competency, Learning Evaluation, Merdeka Belajar

ABSTRAK

Era yang diperkenalkan Menteri Pendidikan dan Kebudayaan Nadiem Makariem ini mengedepankan kebebasan guru dan siswa untuk berinovasi, belajar mandiri, dan berkreasi. Kompetensi siswa dalam evaluasi pembelajaran dinilai penting untuk menjamin keberhasilan pelaksanaan program pendidikan baru ini. Metode penelitian yang digunakan adalah studi literatur yang berfokus pada karya ilmiah yang relevan dengan konsep Belajar Mandiri, evaluasi pembelajaran, dan peran siswa dalam proses evaluasi. Analisis dilakukan untuk merinci konsep-konsep kunci, membandingkan pandangan berbagai peneliti, dan mensintesis informasi untuk memberikan gambaran holistik. Hasil penelitian menunjukkan bahwa kompetensi mahasiswa meliputi pemahaman berbagai metode evaluasi, keterampilan perencanaan, partisipasi aktif, analisis data, dan komunikasi efektif mengenai hasil evaluasi. Siswa harus mampu menghadapi pendekatan evaluasi holistik yang mencakup berbagai aspek, antara lain kognitif, afektif, dan psikomotorik. Kesimpulan penelitian menggarisbawahi pentingnya pengembangan kompetensi siswa dalam evaluasi pembelajaran di era Merdeka Belajar. Saran penelitian antara lain perlunya dukungan dari sekolah, guru, dan orang tua serta perlunya diadakan pelatihan dan workshop untuk meningkatkan keterampilan siswa. Kolaborasi antar pemangku kepentingan pendidikan sangat penting untuk memastikan pendekatan evaluasi yang diterapkan sesuai dengan kebutuhan siswa dan mendukung pencapaian tujuan pendidikan nasional.

Kata Kunci : Kompetensi Siswa, Evaluasi Pembelajaran, Merdeka Belajar

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INTRODUCTION

Educational institutions and teachers face increasing pressure, especially in preparing students to face rapid changes related to advances in science and technology and societal shifts in moral values. Having an orientation towards the educational goals that have been set is crucial so that this does not happen. Based on Law Number 20 of 2003 (Sisdiknas, article 3), national education has the function of developing national character and civilization, educating the life of the nation, and developing the potential of students to become faithful individuals, pious, have noble morals, are healthy, knowledgeable, capable, creative, independent, as well as democratic and responsible citizens (UU No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional [JDIH BPK RI], 2003). To achieve this goal, the Minister of Education and Culture, Nadim Makariem, is bringing forward a new education program called "free learning."

According to Nadim Makariem, freedom to learn (Merdeka Belajar) refers to freedom of thought. Teachers, as the main element in education, are free to interpret the curriculum before it is delivered to students. If teachers understand the curriculum well, they can meet students' needs during the learning process. The independent learning program is expected to increase teacher competence and create exciting and meaningful learning to achieve educational goals for teachers and students (Efendi et al., 2023).

Freedom to learn includes freedom to achieve goals, methods, materials, and Evaluation of learning, both for teachers and students. Learning evaluation is an essential assessment of how students achieve their desired abilities. This Evaluation is different from assessment and measurement, where assessment precedes Evaluation, and measurement is a comparison of observation results or information on the characteristics of an object. Therefore, assessment is the most critical stage in determining learning evaluation results (Izza, 2020).

Student competency in carrying out learning evaluations in the Merdeka Belajar era is a crucial aspect in ensuring the successful implementation of this new education program. Students are objects and active subjects in measuring and assessing their abilities in this context. Along with the increasing pressure on educational institutions and teachers to align learning with rapid changes in science, technology, and society's moral values, student competence in learning evaluation has become a determining factor in achieving national education goals mandated by Law Number 20 2003.

The Independent Learning Program introduced by the Minister of Education and Culture, Nadim Makariem, provides freedom for teachers and students and encourages student competence development in independent learning evaluations. In the Independent Learning paradigm, students actively evaluate objectives, methods, materials, and learning processes, forming a critical and independent attitude. Therefore, understanding and mastering the concept of learning evaluation is a must for students, which will help them measure their ability achievements and obtain constructive feedback to improve learning continuously. In this context, student assessment is a tool for measuring learning success and allowing them to be actively involved in the educational process.

RESEARCH METHODS

The research method used in this research is a literature study, which aims to analyze and synthesize information from various written sources and relevant scientific works. Literature studies enable researchers to develop an in-depth understanding of the problems of learning Evaluation in achieving educational goals in the Independent Learning era (Abubakar, 2021; Creswell, 2014).

In this literature study, research focuses on scientific work relevant to the concept of Freedom of Learning, learning evaluation, and the role of students in the evaluation process. The primary source of information comes from the 2020 Pekalongan University Educational Scientific Conference, which explicitly discusses literature studies on the problems of learning evaluation in the Merdeka Belajar context. Apart from that, researchers also refer to various books, journal articles, and official documents related to the latest developments in the field of education.

The analysis is carried out by detailing key concepts that emerge from the literature, comparing the views of various researchers, and compiling a synthesis of information to provide a holistic picture of the student's role in learning evaluation. The literature study method provides a solid theoretical foundation for understanding the context of learning evaluation in the Merdeka Belajar era and formulating relevant findings in this research.

RESULTS AND DISCUSSION

A. Evaluation

Evaluation, as stated by Arikunto and Jabar (2010), is an activity to collect information about the performance of a learning program. This information will later be used to determine the suitable decision alternative. Darwin also provided a similar perspective, calling Evaluation a process of assessing the extent to which policies can achieve results by comparing the results obtained with the goals or targets set (Mukhtar & Iskandar, 2009).

Oemar Hamalik states that Evaluation is a continuous process related to collecting and interpreting information to assess decisions in the design of a teaching system (2002:210). Evaluation is carried out continuously, not only at the end of teaching but from before teaching implementation until the end of learning. In Evaluation, the precise use of accurate and meaningful measuring instruments is essential to obtain specific information for decision-making.

Uno describes Evaluation as a continuous process by someone to determine decisions regarding the achievement of an activity or program (2012). Evaluation is carried out based on specific criteria. Also, it functions as a value for certain qualities. Referring to this explanation, the author defines *learning evaluation* as a process that influences decision-making regarding the performance of a learning program on an ongoing basis. In Indonesian language learning, the Evaluation of Indonesian language learning is a process of continuously collecting and processing information used for decision-making considerations. Evaluation involves all learning activities, including planning, implementation, Evaluation of learning outcomes, and utilization of evaluation results.

According to the Ministry of National Education, the objectives of learning evaluation include reviewing the productivity and effectiveness of teaching and learning, improving and perfecting teacher activities, improving, perfecting, and developing teaching and learning programs, detecting difficulties faced by students during teaching and learning activities, and placing students in learning situations. Teach according to ability.

Rukajat added six general objectives of learning evaluation, namely: assessing achievement, measuring various aspects of learning, knowing what students want to know, motivating student learning, providing information for follow-up, and using evaluation results as the basis for curriculum changes (Rukayat, 2018).

Based on these opinions, the author concludes that Evaluation in Indonesian language learning aims to review activity achievements, evaluate the success and effectiveness of learning, detect areas that need improvement, plan follow-up actions, and improve, perfect, and develop Indonesian language learning programs.

Evaluation has four functions: selecting, diagnosing, placing, and measuring success. The selective function selects students' ability to participate in specific programs. The diagnostic function aims to determine strengths and weaknesses in learning, find ways to overcome weaknesses and develop strengths. The placement function is used to group students according to certain conditions that are (Faznur et al., 2020) . The success measuring function refers to measuring the success of learning programs and is used as a basis for policy-making.

There are other evaluation functions: educational, institutional, diagnostic, administrative, curricular, and pedagogical. The educational function is to provide a practical and meaningful learning experience. The institutional function relates to the role of Evaluation in improving the efficiency and effectiveness of educational institutions. The diagnostic function includes efforts to identify and overcome student learning difficulties. Administrative functions relate to the management and organization of the educational process. The curricular function assesses the success of the curriculum program, while the pedagogical function educates students to become better individuals. Based on this explanation, the author concludes that learning evaluation has the function of screening, diagnosing, placing, and measuring success, as well as educational, institutional, diagnostic, administrative, curricular, and pedagogical functions.

According to Slameto (in Arifin 2016:33), Evaluation has seven principles: integrated, adhering to active student learning, continuity, coherence with objectives, comprehensive, differentiated, and pedagogical. Integrated principles guide Evaluation to complete the system as a whole. The principle of adhering to an active way of student learning emphasizes the active involvement of students in Evaluation, both in learning and evaluation activities. The principle of continuity emphasizes Evaluation that is carried out continuously. The principle of coherence is used to direct Evaluation so that it is by the objectives and can measure the desired abilities. The overarching principle ensures that the Evaluation can record the process and the results of that process in a comprehensive manner.

B. Learning Evaluation

Learning evaluation is a process that influences decision-making regarding the ongoing performance of a learning program. In the context of Indonesian language learning, Evaluation of Indonesian language learning refers to a continuous process of collecting and processing information for decision-making considerations. The evaluation process covers all learning activity stages, from planning and implementation to evaluating learning outcomes and utilizing evaluation results (Sutrisno et al., 2022). To measure teacher competency in Evaluation, several evaluation activities involve teachers from planning to the evaluation stage itself. The evaluation stage involves planning as the first step, where teachers are expected to be able to plan various aspects, including identification of needs, selection of assessment types and strategies, as well as other things. The next stage is assessment design, which involves determining what will be measured and selecting appropriate instruments to achieve specific objectives. The third step is development, where teachers can provide a touch of innovation and creativity to evaluation components, such as tools or implementation design. The fourth stage is implementation, namely the practical implementation of the Evaluation. The final step is Evaluation, where what is planned and implemented is translated and analyzed to understand the learning outcomes deeply.

C. Merdeka Belajar (Freedom to Learn)

The "free learning" education program plan introduced by the Minister of Education and Culture, Nadiem Makarim, emphasizes the freedom of teachers and students to innovate, learn independently, and be creative. The concept of freedom to learn in education includes freedom to achieve goals, methods, materials, and Evaluation of learning, both for teachers and students (Lubis, 2020). The era of independent learning is defined as a period where teachers and students have freedom of thought, are free from educational constraints, and can develop their potential to achieve educational goals.

Nadiem Makarim, as Minister of Education and Culture for the 2019-2024 period, strengthened the "freedom of learning" program by launching four central policies:

1. The National School-Based Examination (USBN) will be replaced with an assessment carried out by portfolio-based schools.
2. The National Examination (UN) will be abolished and replaced with a minimum competency assessment and character survey.
3. Regarding the Learning Implementation Plan (RPP), teachers have the freedom to choose, create, use, and develop the RPP format, which includes learning objectives, learning activities, and assessments.
4. Admission of New Students (PPDB) becomes more flexible by giving each region the authority to determine the PPDB percentage.

The "free learning" program brings a new paradigm that education is related to cognitive assessment and assesses affective and psychomotor aspects (Wartoni, 2019). Freedom to learn gives students the freedom to experience a pleasant learning atmosphere; meanwhile, teachers are free to create learning that is not only educational but also fun. The primary approach in independent learning is to create a happy learning atmosphere. A pleasant learning atmosphere can positively impact student interest and learning outcomes (Chostholani A. et al., 2021). With an exciting learning atmosphere and a meaningful learning process, the quality of learning can be improved.

Freedom to learn aligns with the concept that "learning is fun." Fun learning is related to satisfaction and achieving learning goals entertainingly (Fitrianti, L., 2018). The learning process becomes more relaxed, which has implications for physical and mental student activity to achieve meaningful learning.

D. Student Competencies in Learning Evaluation in the Era of Independent Learning

The Era of Independent Learning, launched by the Minister of Education and Culture, Nadiem Makarim, presents new dynamics in learning evaluation. Students are expected to have unique competencies to face a more holistic evaluation approach that covers various aspects. In this era, student competence in learning evaluation is limited to cognitive achievements and reaches affective and psychomotor aspects.

First, students must develop competence in understanding various evaluation methods. As Evaluation approaches change, students must understand assessment methods involving portfolios, minimum competency assessments, and character surveys. They need to understand the purpose and use of each type of Evaluation and how to apply it in their learning context. In addition, students' ability to plan their learning is critical. In the era of independent learning, students can organize their learning process. Therefore, they need the skills to plan learning, identify their learning needs, and choose appropriate evaluation strategies to measure their achievements.

Student competency also includes the ability to participate in the evaluation process actively. They must be able to provide constructive input on the evaluation methods applied, express their learning needs, and collaborate with teachers in designing relevant and meaningful evaluations. Apart from that, students in the independent learning era are expected to have the ability to understand and manage the data from their evaluation results. They need to be able to critically analyze evaluation results, identify areas of strength and weakness, and formulate steps for further improvement or development. This involves reflective and analytical thinking skills.

Finally, student competence in communicating effectively about evaluation results is also essential. They need to be able to convey evaluation findings clearly and persuasively, both orally and in writing. This communication skill is essential for providing constructive feedback to teachers, fellow students, and other related parties.

Thus, student competency in learning evaluation in the era of independent learning includes understanding various evaluation methods and planning skills, active participation, data analysis, and effective communication. By mastering these competencies, students can more effectively manage their learning process and optimize evaluation results for personal development and achievement of learning goals.

According to research by Bahri (2023), problems that arise among students in implementing the Independent Curriculum can be grouped into several aspects:

1. Students who have limited abilities, such as learning difficulties or disabilities, may face difficulties in understanding and applying learning materials adapted to the Independent Curriculum.
2. A high learning load is a challenge because the Merdeka Curriculum emphasizes active involvement and student independence, requiring more significant time and effort from students.
3. Students may need more understanding of the concept of the Independent Curriculum and more independent and creative ways of learning. Students may need time to understand the principles of the Independent Curriculum.
4. Differences in the conditions and needs of students in various regions or environments may require different approaches to implementing the Independent Curriculum.
5. Evaluating learning outcomes becomes a problem when students need help understanding evaluation criteria different from the previous curriculum.

Thus, further efforts are needed to support students in facing these challenges while implementing the Merdeka Curriculum. The era of independent learning is expected to create a situation where students can achieve educational goals through an independent evaluation process. This freedom of Evaluation refers to creating a happy and comfortable atmosphere for teachers and students when carrying out evaluation activities. For teachers, freedom in conducting evaluations should be based on their professional competence and not driven by personal interests. On the other hand, for students, freedom of Evaluation means that Evaluation can develop student potential through educational goals. However, evaluations, which are supposed to measure student abilities and assess the level of learning effectiveness, are only somewhat reliable at this time. This especially happens when the teacher's freedom is not balanced with adequate competence, so the learning process is not exciting or comfortable for students. Both teachers and students hamper the sense of independence that needs improvement through Evaluation. Thus, the current Evaluation differs from the goals of education in the era of independent learning. Therefore, it is necessary to increase the role of teachers as evaluators, and teachers' understanding of the purpose and function of Evaluation

must be improved. Teachers need to develop their professional competencies in order to become professional educators.

CONCLUSION

In the face of increasing pressure to prepare students to face rapid changes, especially those related to advances in science and technology, as well as shifts in moral values in society, student competence in carrying out learning evaluations becomes crucial. According to Law Number 20 of 2003, national education has the function of developing the nation's character and civilization, educating the life of the nation, and developing the potential of students to become individuals who are faithful, devout, have noble morals, healthy, knowledgeable, capable, creative, independent, as well as democratic and responsible citizens.

In facing the new dynamics of the Merdeka Belajar era, educational institutions need to focus on developing student competencies in learning evaluation. Teachers must provide sufficient support and guidance so students can understand and implement various evaluation methods. In addition, training and workshops must be held to improve students' planning and analysis skills regarding their learning. It is also essential to create a pleasant learning atmosphere, by the concept of Merdeka Belajar, so that students are more active and involved in the evaluation process. Teachers and educational institutions need to ensure that evaluations focus on cognitive aspects and include affective and psychomotor aspects. Support from the school, teachers, and parents in improving student competence in learning evaluation is critical. Collaboration between education stakeholders will ensure that the evaluation approach implemented truly meets student needs and supports the achievement of national education goals.

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