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Consep Of Implementing Diagnostic Assessment In Learning Planning And Implementation

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Abstract

Assessment or assessment is an activity that has principles and strategies that can guide teachers and educational units in planning, implementing and evaluating learning. The intended learning includes the activity of formulating learning outcomes into learning objectives and how to achieve these learning objectives. While assessment is an activity during the learning process to find evidence of the achievement of learning objectives. In this guide, learning and assessment is a cycle; where the assessment provides information about the learning that needs to be designed, then the assessment is used to check the effectiveness of the ongoing learning. Therefore, the preferred assessment is a formative assessment that is oriented towards the development of student competencies. The government has determined Learning Outcomes which are the main reference in developing learning designs, especially for intra-curricular learning activities. This research facilitates the process of thinking about the effectiveness of diagnostic assessments in planning and implementing learning, which starts from analyzing learning outcomes, learning objectives develop a flow of learning objectives.

Keywords: Diagnostic assessment, Differentiated Learning, Pancasila Student Profile

Introduction

As educators, diagnostic assessment needs to be carried out or used in learning at the beginning and the end of learning activities to create differentiated learning because each child has different cognitive, affective, and psychomotor abilities; these differences, as educators, must be able to map each student's abilities (Hardiansyah & Mas'odi, 2022). On the learning outcomes of Indonesian language subjects (subjects and phases are samples of this research activity). Phase A especially to find out the concept of the flow of learning objectives that will be carried out during learning activities based on the needs of each student so that the initial diagnostic assessment activity is very necessary. This is not only the responsibility of the teacher or educator, but the principal as a learning leader (instructional leader) must be able to inspire educators to collaborate and innovate to create change that starts in the classroom by utilizing school supervisors to discuss and reflect on the learning process (not just focused on administration), as well as providing inspiration for good practices in the implementation of learning and assessment from other schools.

Supervisors can also assist school principals and educators who need consultation in solving problems and challenges in education (Hardiansyah et al., 2022).

Education units and educators are free to develop learning, teaching tools, and assessments according to the characteristics and needs of students, academic departments, and their regions (Hardiansyah, 2022). Academic units and educators also have the discretion to determine the type, technique, form of instrument, and time of implementation of the assessment based on the characteristics of the learning objectives. This research has paid attention to several regulations, namely the Decree of the Minister of Education and Culture regarding the Independent Curriculum, the Decision of the Head of BSKAP regarding the Profile of Pancasila Students, and the Decision of the Head of BSKAP regarding Learning Outcomes. Learning and assessment are units that should not be separated. Educators and students need to understand the intended competencies so that the whole learning process is sought to achieve these competencies (Hardiansyah & AR, 2022). The link between learning and assessment is described and illustrated

through the following illustration; Learning can be initiated with the process of planning assessments and planning lessons. Educators need to design assessments carried out at the beginning, during, and at the end of learning. Assessment planning, especially in the initial assessment of learning, really needs to be done because it is to identify the learning needs of students, and the results are used to design learning according to the stages of student achievement (Hardiansyah & Mulyadi, 2022).

Learning planning includes learning objectives, steps, and assessments arranged as flexible, simple, and contextual documents (Naralita & Azis, 2020). Learning Objectives are compiled from Learning Outcomes by considering the uniqueness and characteristics of the Education Unit (Bahrami et al., 2019). Educators must also ensure that the learning objectives are by the stages and needs of students. The next process is implementing learning designed to provide a quality, interactive, and contextual learning experience. In this cycle, educators are expected to be able to organize education that is: (1) interactive; (2) inspirational; (3) fun; (4) challenging; (5) motivating students to participate actively; and (6) provide

sufficient space for initiative, creativity, independence according to the talents, interests and physical and psychological development of students. Educators can conduct formative assessments throughout the learning process to determine the extent to which students have achieved learning objectives (Jamik & Soeharno, 2020).

The next stage is the learning assessment process. Learning assessments are expected to measure aspects that should be measured and are holistic. Checks can be formative and summative. Formative assessments can be in the form of evaluations at the beginning and during learning. Review at the beginning of education supports differentiated learning so students can learn according to their needs (Chabibilah, 2020).

Meanwhile, formative assessment during learning can be used as a basis for reflecting on the entire learning process, which can be used as a reference for planning lessons and making revisions if necessary (Najmuddin & Aprilianty, 2020). If students feel they have achieved the learning objectives, the educator can continue to the next learning objectives. However, if the learning objectives still need to be completed, educators must strengthen them first. Furthermore,

educators need to conduct a summative assessment to ensure the achievement of the overall learning objectives (Azhar et al., 2022).

These three stages will continue as a cycle, like in the picture above. In the process, educators can reflect personally or with the help of educational colleagues, heads of education units, or school supervisors. Therefore, the learning process and assessment is a unit that aims to help students succeed in the classroom (Husna & Triani, 2023). The government needs to regulate learning and assessment in detail and technically. However, the government establishes Learning and Assessment Principles to ensure the learning and assessment process goes well. Learning and assessment principles are expected to guide educators in planning and implementing meaningful learning so that students are more creative, think critically, and are innovative (Hardiansyah et al., 2023).

Methods

The research method used in this study was qualitative, namely by seeking the information at schools that passed the Batch II driving school program in the Situbondo district,

which were then used as data or randomly selected samples, namely SDN 2 Awar-aware Asembagus, SDN 2 Wringin Anom Asembagus, SD NU Awar-aware, SDN 5 Kedunglo Asembagus, and SDN 2 Gunung Putri. The data collection technique was carried out by (1) Observation, (2) Interview, (3) Documentation techniques, and (4) Study References. The data analysis used in this research is interactive. According to (Asrial et al., 2022), data analysis organizes and sorts data into patterns, categories, and basic descriptive units to find themes and places and formulate working hypotheses as the data suggests. According to (Afrina et al., 2021), several stages of the analysis model go through four steps: data collection, data reduction, data presentation, and conclusion. The data validity test was carried out to prove whether the research was truly scientific research and to test the data obtained.

Result And Discussion

Based on the results of observations through literature review studies and observation activities at driving schools, and continued with interviews with school principals, implementing teachers, namely class I and IV, and students to get an overview

of the effectiveness of the process of carrying out diagnostic assessments in the implementation of the Learning Independent Curriculum as follows; Assessment is the process of collecting and processing information to determine learning needs, development, and achievement of learning outcomes. The Education Unit has the authority to design and determine techniques and time to conduct assessments according to conditions and needs. We understand again that assessment provides information as feedback for teachers, students, and parents to guide them in determining different learning strategies. Assessment is also a reflection material to improve the quality of learning. Assessments carried out in class provide data on student learning progress and efforts to improve the quality of learning continuously. Principles of Learning and Assessment, Principles of Learning Learning is a process of interaction of students with educators and learning resources in a learning environment. The learning principle is as follows; 1) Learning is designed taking into account the developmental stages and current levels of achievement of students, by learning needs, and reflects the characteristics and development of various students so that learning becomes meaningful and enjoyable; 2) Learning is designed and implemented to build capacity to become lifelong learners; 3) The learning process supports the development of competence and character of students holistically; 4) Relevant learning, namely learning that is designed according to the context, environment, and culture of students, and involves parents and the community as partners; and 5) Continuous future-oriented learning.

Principles of Assessment Assessment or assessment is the process of collecting and processing information to measure the achievement of student learning outcomes. The principle of the assessment is as follows; 1) Assessment is an integrated part of the learning process, facilitating learning, and providing holistic information, as feedback for educators, students, and parents/guardians to guide them in determining different learning strategies; 2) Assessments are designed and carried out by the function of the assessment, with the flexibility to determine the technique and time of implementation of the assessment so that it is effective in achieving learning objectives; 3) Assessments are designed in a fair, proportional, valid and reliable manner to explain learning progress, determine decisions about steps and as

a basis for developing appropriate learning programs further; d. reports on learning progress and student achievement are simple and informative, provide useful information about the characters and competencies achieved, as well as follow-up strategies; and 4) The results of the assessment are used by students, educators, academic staff, and parents/guardians as material for reflection to improve the quality of learning.

Planning and Implementation of Learning and Assessment; 1) Assessment at the beginning of learning can be carried out to identify the learning needs of students, and the results are used to design learning according to the stages of student achievement. In special education, a diagnostic assessment is carried out before planning a lesson as a reference for preparing an Individual Learning Program (PPI). 2) Educational units and educators can determine learning activities and teaching tools by learning objectives, the context of academic units, and the characteristics of students. 3) Education units and educators have the discretion to determine the type, technique, form of instrument, and time of implementation

of the assessment based on the characteristics of the learning objectives.

Processing of Assessment Results; Education units and educators have the flexibility to determine strategies for processing assessment results as needed. Educational teams and educators determine the criteria for achieving learning objectives. Learning Progress Reporting; The education unit prepares student learning outcomes reports (report cards); PAUD student report cards include components of student identity, name of education unit, age group, semester, height and weight, description of the development of learning outcomes, and reflections on parents, student report cards SD/MI, SMP/MTs, SMA/MA, and SMK/MAK or equivalent include components of student identity, name of educational unit, class, semester, subjects, grades, descriptions, teacher notes, attendance, and extracurricular activities, education units has the discretion to determine the mechanism and format for reporting learning outcomes to parents/guardians. At SD/MI, SMP/MTs, SMA/MA, and SMK/MAK or equivalent, education units and educators have the discretion to determine descriptions in explaining the meaning of the grades obtained by

students; reports on learning outcomes are submitted at least at the end of each semester, Education units offer student report cards periodically through e-reports/deposit, At SD/MI, SMP/MTs, SMA/MA, SMK/MAK, or equivalent, unit education has the discretion to determine the criteria for grade promotion by considering: Learning progress reports; Report on the achievement of the project to strengthen the profile of Pancasila students; student portfolio; Passport skills (skill passport) and past learning recognition of students for SMK; Academic and non-academic achievements; Extracurricular; Student awards; Attendance rate.

Conclusion

Conclusion Based on the research conducted, it was found that the diagnostic assessment had been carried out by an active educational unit in the school program driving the evaluation carried out through the first three stages of the initial diagnostic check to find out each student's abilities and learning needs, then continued with the formative, diagnostic assessment (Assessment For Learning) and then finally carrying out summative assessment activities (Assessment As

Learning), it is necessary to understand that the diagnostic assessment process does not depend on the quality of school accreditation but depends on the teacher's intention to determine the abilities of each child's characteristics. The design of the diagnostic assessment in the form of tests and interviews and the results of the diagnostic evaluation in the form of information related to student weaknesses are used as a basis for compiling lessons that can help students better understand the material according to their conditions, and support the achievement of learning objectives. Based on the research that has been done, the researcher has several suggestions for further study: Research on the design and implementation of diagnostic assessments in learning activities can be used as a reference for other educational assessment research. It is necessary to carry out further research after knowing the design and implementation of the diagnostic assessment carried out in the process of learning activities on an ongoing basis and taking time to meet representatives of science teachers from each agency to explain the research mechanism to respondents to minimize miscommunication.

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