IMPLEMENTATION OF PKN LEARNING ASSESSMENT IN COVID-19 IN CLASS IV OF AL-FAUZI ELEMENTARY SCHOOL

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Abstract

This study aims to determine the implementation of PKN learning assessment in the pandemic period in Class IV of Al-Fauzi Elementary School. This study is a qualitative descriptive study with the research subject of grade IV-A teacher of SDIT Al-Fauzi. Research data were obtained through interview techniques and documentation techniques. Then the data were analysed to get an overview of the implementation of PKN learning assessments in pandemic times. Based on research results showing the performance of PKN learning assessment in the pandemic period in Class IV of Al-Fauzi Elementary School conducted online through WhatsApp and face-to-face through home visit application. PKN learning assessment activities are carried out by giving questions in the form of objective tests, i.e., multiple-choice tests and essay tests, to students who are then conducted assessments by teachers. The impediment to the implementation of PKN learning assessment in pandemic times is that the mobile phone used by the teacher had experienced errors due to a large number of photos of students' assignments to be assessed.
Keywords : PKn Learning Assessment; Covid-19 Period; Online Learning

Abstrak

Penelitian ini bertujuan untuk mengetahui pelaksanaan penilaian pembelajaran PKN pada masa pandemi di Kelas IV SD Al-Fauzi. Penelitian ini merupakan penelitian deskriptif kualitatif dengan subjek penelitian guru kelas IV-A SDIT Al-Fauzi. Data penelitian diperoleh melalui teknik wawancara dan teknik dokumentasi. Kemudian data tersebut dianalisis untuk mendapatkan gambaran pelaksanaan penilaian pembelajaran PKN di masa pandemi. Berdasarkan hasil penelitian menunjukkan kinerja penilaian pembelajaran PKN pada masa pandemi di Kelas IV SD Al-Fauzi dilakukan secara online melalui WhatsApp dan tatap muka melalui aplikasi home visit. Kegiatan penilaian pembelajaran PKN dilakukan dengan memberikan soal-soal berupa tes objektif yaitu tes pilihan ganda dan tes esai, kepada siswa yang kemudian dilakukan penilaian oleh guru. Kendala dalam pelaksanaan penilaian pembelajaran PKN di masa pandemi adalah handphone yang digunakan guru sempat mengalami error karena banyaknya foto tugas siswa yang akan dinilai. Penelitian ini berkontribusi terhadap isu-isu bagaimana implementasi pembelajaran pada saat pandemic sehingga bisa diadaptasi dan dipelajari oleh pemerhati Pendidikan maupun peneliti selanjutnya.
Kata Kunci : Penilaian Pembelajaran PKn; Masa Covid-19; Pembelajaran online

INTRODUCTION

Earlier in 2020, precisely in March, the Indonesian government announced the first case of Corona Virus Disease 2019 had spread in the Indonesian country. Covid-19 is a virus whose circulation process is quickly spread to various countries, including Indonesia. As a result, almost

the entire life sector is affected by the spread of covid-19, except the education sector. Accordingly, the outbreak of covid-19 was designated as a global pandemic by the World Health Agency (WHO) on March 11, 2020.[1]

Responding to the WHO decision, the Indonesian government took a policy to anticipate the spread of covid-19 by maintaining social distance to the Large-Scale Social Restriction (PSBB). Through this policy, it is hoped that the Indonesian people will continue to carry out learning, working and worship activities only from home. This is done for the sake of breaking down the Covid-19 spread chain so that all activities can go as normal as usual.

This Covid-19 pandemic certainly directly impacts the education sector in Indonesia. The Ministry of Education and Culture has been issuing the Education Implementation Letter No.4 in the Emergency Period for the Spread of Corona Virus Disease (Covid-19) has been published by the Ministry of Education and Culture since March 24, 2020, as education personnel should comply with the established rules for the safety of the pen generation rus of the nation. This resulted in all formal, informal, and n educational institutionsmelakukanformal performance of covid-19 deployment by diverting applicable learning systems, i.e. face-to-face systems in schools routed with online learning systems (types). Of course, this learning transition brings up many obstacles for teachers and students because this situation occurs suddenly without any preparation.

Then it is clear that these covid-19 also affect the education system globally. Covid-19 has changed the world by running the learning process. Teachers must find alternatives to continue their learning process within the classroom, and virtual classes (online learning) are one solution.[2] According to A H Rigianti, "online learning is a new way of learning because it uses electronic devices to convey learning over the internet". The Internet is becoming a bridge for teachers and students in carrying out online learning. Online learning is considered the most appropriate solution in overcoming the limitations of face-to-face learning in pandemic times.[3]

But in reality, most elementary school educators in Indonesia are not yet accustomed to enacting online learning. Teachers' unpreparedness in dealing with online learning raises new problems in the educational world. Because not everyone is technologically literate. To know the success of the teaching-learning process is independent of the implementation of the learning assessment. Through this learning assessment, the quality of learning activities between teachers and students can be known. Thus, learning assessment is an integrated component in teaching-learning activities.

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[1] Asmuni, "Problematika Pembelajaran Daring Di Masa Pandemi Covid-19 Dan Solusi Pemecahannya," *Jurnal Pedagogy* 7, no. 4 (2020): 281–88.

[2] Emtinan Alqurashi, "Predicting Student Satisfaction and Perceived Learning Within Online Learning Environments," *Distance Education* 40, no. 1 (2019): 133–48.

[3] Henry Aditia Rigianti, "Kendala Pembelajaran Daring Guru Sekolah Dasar Di Banjarnegara," *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An* 7, no. 2 (2020): 297.

Several previous studies have shown that covid-19 in the educational world has an impact on all parties (teachers, participants and parents) due to the lack of knowledge about the use of technology and the considerable expenditure on internet quotas,[4] lacking the maximum in members learning material fish due to the disruption of the learning process (the failure of online tools, networks and others) that leads to the inability to achieve the expected learning objectives and thus to incomplete material, the maximisation of the use of learning media and the construction of assessment processes that can only afford monstrous cognitive assessment.[5] In addition, the transition of learning from direct learning to distance learning also impacts the psychological protege and the decline in the quality of students' skills in the learning process.[6] This emergency alternative is certainly not an easy thing. However, it could be an innovation for the educational world if optimally implemented.[7] The person closest to doing innovation on learning is the teacher. Although under Covid-19, teachers must creatively plan and execute the learning process online even though there are still many obstacles to their implementation.

The online learning policy in pandemic times is appropriate; however, teachers need to implement learning assessments and evaluations of participants that fit the current conditions. If in face-to-face learning, teachers can directly assess students' learning outcomes through Q&A, written tests, and direct observations.[8] This is different from online learning. All forms of assessment that students can initially work on in real-time and observe teachers in real-time are transformed into using the internet as their intermediate.

Learning assessment in pandemic times is conducted online at home using an internet network. Teachers can utilise a wide range of internet-connected applications to carry out PKn teaching evaluations. A form of PKn learning assessment that can be used in pandemic times can be written tests, quizzes etc., through internet intermediaries. However, the problems that arise when PKn learning assessments are conducted online are teachers' limitations in utilising online learning applications, such as not being able to see students' enthusiasm for learning, understanding or understanding, difficulty to know, and challenging to build a student's character into LeBih well. Therefore, Based on the background of the problem, researchers are interested in

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[4] Mastura Mastura and Rustan Santaria, "Dampak Pandemi COVID-19 Terhadap Proses Pengajaran Bagi Guru Dan Siswa," *Jurnal Studi Guru Dan Pembelajaran* 3, no. 2 (2020): 289–95.

[5] Ria Puspita Sari, Nabila Bunnanditya Tusyantari, and Meidawati Suswandari, "Dampak Pembelajaran Daring Bagi Siswa Sekolah Dasar Selama Covid-19," *Prima Magistra: Jurnal Ilmiah Kependidikan* 2, no. 1 (2021): 9–15.

[6] Rizqon Halal Syah Aji, "Dampak COVID-19 Pada Pendidikan Di Indonesia: Sekolah, Keterampilan, Dan Proses Pembelajaran," *Jurnal Sosial & Budaya Syar-i* 7, no. 5 (2020): 395–402.

[7] Amit Kumar Arora and R. Srinivasan, "Impact of Pandemic COVID-19 on The Teaching–Learning Process: A Study of Higher Education Teachers," *Prabandhan: Indian Journal of Management* 13, no. 4 (2020): 43–56.

[8] Ahmad Suryadi, *Evaluasi Pembelajaran Jilid II, Jawa Barat: CV* (Sukabumi: CV. Jejak, 2020), 75.

conducting research related to the implementation of PKn learning assessment in Masa Covid-19 at SDIT Al-Fauzi.

RESEARCH METHODS

This study used qualitative descriptive methods. This type of method is selected to clearly describe and describe the phenomena that occur so that data are obtained according to the reality and facts in the field.[9] The subjects in this study were Elementary School IV class teacher Al-Fauzi, Ms Ade Rahayu, S.Pd. This study was conducted online through the WhatsApp application on December 14, 2020.

The collection of research data was obtained through interview techniques and documentation. The interview aims to get data on the implementation of PKn learning assessments during the pandemic at SDIT Al-Fauzi. The discussion in this study was conducted via voice mail on the WhatsApp application. Meanwhile, documentation was used to obtain information on PKn learning assessment procedures during the pandemic at SDIT Al-Fauzi. Once the data has been received, it is then analysed descriptively to describe the implementation of PKn learning assessments in pandemic times at SDIT Al-Fauzi.

RESULTS AND DISCUSSION

1. Research Results

The research results were obtained through interviews between researchers and teachers of Grade IV of SDIT Al-Fauzi, Ms Ade Rahayu, S.Pd. The results of the study on the implementation of PKn learning assessment during the pandemic in Grade IV of SDIT Al-Fauzi are presented in the following table:

Table 1

Interview with Mrs. Ade Rahayu, S.Pd

No	Researcher	Source (Class IV Teacher)
1	What time were the teaching activities during the pandemic carried out?	The learning process during the pandemic is carried out from 9:00 a.m. to 12:00 p.m., son.
2	What is the PKN learning assessment procedure that mothers perform in pandemic times?	If I do the procedures that I did during PKN learning with children in the pandemic, I first tell them the purpose of learning on that day, motivate them, then submit the material in a question-and-answer manner to

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[9] W. Wagiran, "Metodologi Penelitian Pendidikan: Teori Dan Implementasi," *Yogyakarta: Budi Utama*, 2013.

		see the extent of their understanding and their activities at PBM is either via WhatsApp call, zoom or home visit.
3	Do you always provide problems to evaluate students' understanding of PKN learning?	Yes. Usually, after submitting material, there is an evaluation of a problem. I typically use essay stuffing; I use double plan and fillings for weekly repeaters.
4	What media is used to transmit problems to students, ma'am?	There is via WhatsApp, and there is also directly when home visit. His elegant media is in WhatsApp form. Whatsapp for handing out material in the form of audio and video. His duties also went through Whataspp in both photo and record form.
5	How do students collect their learning assignments to assess students learning outcomes?	If it's for the task collection, every single day, it's different lessons. That collection system, where it delivers material, understands the material provided. Then, some tasks are worked on and recorded in the book, in the photo, then sent. Well, that picture, that photo of themselves, when they were working on it, and the image of the results of his assignment. When the lessons are done face-to-face, their assignment book is brought and collected to school and corrected. But usually, I fix it immediately, and I value it.
6	Are there any obstacles you experience when carrying out the assessment online?	Alhamdulillah, there is none because they sent the answer via Whatsapp in photo form. Once they send the answer, then direct me to the correction. So, it's not that difficult, but even the HP that was full due to the many photos sent was also the HP.
7	How do you make sure the task students send through WhatsApp represents the student's work genuinely so that the assessment that mothers provide can be objective?	I will ask back to what extent they understood when meeting face-to-face at-home visits.
8	How do you do assessments on the cognitive aspects of	Well, for the cognitive aspect of students, I usually use assessments with written test forms. So later, the test

	students?	was about essays and multiple choice. Then it's done by students, and I'll give you an assessment directly.
9	Then, how do you assess students' affective and psychomotor aspects?	For the practical part, it's the realm of attitude. So to determine the perspective of students, I do in the form of student photos when doing assignments. The image will be seen whether or not the student is doing their job. So is his psychomotor aspect.
10	What is the KKM that students should achieve? And did the whole students reach KKM?	For KKM lesson load PKN 70. Alhamdulillah, the whole student achieved that.

Based on the results of this study, in line with some previous studies, the fact that covid-19 in the educational world has an impact on all parties (teachers, participants and parents) due to some things such as insufficient knowledge of technology use and sufficient expenditures for the internet quota,[10] is less than maximal in delivering learning materials due to the disruption of the learning process (minimum online equipment, networking and others) which causes the expected learning objectives to become incomplete, non-maximum use of the defence media the constraint and constraint of the assessment process that can only provide a cognitive assessment.[11] In addition, the transition of learning from direct learning to distance learning also impacts the psychological protege and the decline in the quality of students' skills in the learning process.[12]

At the research site conducted by researchers, namely grade IV of SDIT Al-Fauzi, the learning process during the pandemic was carried out from 9.00 a.m. to 12.00 p.m. using a method that varies according to school policy, namely through Whatsapp group, zoom meeting, and also limited home visit if possible, if possible advance. Material delivery can be by utilising the learning videos on youtube or online materials before creating the learning videos. Then, the learning assessment was conducted by creating problems for daily tasks, essays, and multiple choices and was proven by documentation in photos when working on jobs. This also required good coordination with parents to cooperate in carrying out the learning process to fit their goals.

2. Discussion

a. Implementation of PKN Learning Assessment

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[10] Mastura and Santaria, "Dampak Pandemi COVID-19 Terhadap Proses Pengajaran Bagi Guru Dan Siswa."

[11] Sari, Tusyantari, and Suswandari, "Dampak Pembelajaran Daring Bagi Siswa Sekolah Dasar Selama Covid-19."

[12] Aji, "Dampak COVID-19 Pada Pendidikan Di Indonesia: Sekolah, Keterampilan, Dan Proses Pembelajaran."

Based on the results of the above interviews conducted with Ms Ade Rahayu, S.Pd regarding the implementation of PKN learning assessment in the pandemic period at SDIT Al-Fauzi, it can be seen that the performance of learning assessment of students is carried out through Whatsapp application. According to Ms Ade, the learning assessment was conducted after she delivered the material in a question-and-answer manner through zoom first to see the extent of their understanding. That way, Ms Ade will assess the quality of students' early learning before entering the core basilica. After Ms Ade has conveyed the whole core of the material, it is only the evaluation or assessment of students' learning quality through the WhatsApp application.

The PKN learning assessment process conducted by Ms Ade in pandemic times is undoubtedly different from the learning assessment at face-to-face times, i.e., how students collect their tasks in the form of photos that are then sent to WhatsApp and face-to-face applications via a home visit. According to Ms Ade, the assessment collected pictures of her assignment in a WhatsApp group. The student sent this project photo that Ms Ade corrected and assessed PKN learning.

As for the photo form of the student assignment used as a learning assessment. It is enacted to ensure that students complete their duties so that the judgment given is objective. According to Ms Ade, the rules of task collection are in the form of photos as follows:

- Students submit photos of assignments along with photos of themselves.
- Students submit photos when they are doing assigned tasks
- Students submit photos of the results of the tasks already worked out

After the student sends a photo of their assignment results, Ms Ade directly corrects their assignment and gives a learning assessment to each student. In addition, the evaluation of PKN learning in pandemic times at SDIT Al-Fauzi was also conducted through face-to-face activities in a home visit manner. So, the learning assessment is done to submit their assignment book to the classroom teacher.

b. Form of Assessment of PKN Learning Used

To know the quality of teaching-learning, it is necessary to conduct a learning assessment. Viewing is determined when students have reached the KKM (Minimum Satisfaction Criteria). The KKM set by Ms Adeon for the learning assessment of PKN is 70. Based on the above interview results, the PKN learning assessment form on the cognitive aspects used by Ms Ade was an evaluation of tests in the form of essay tests for students' daily assessment and multiple-choice tests and essays for the weekly review. As for the study of PKN learning on affective and psychographic aspects in non-test form.

Viewing activities are an integral part of teaching-learning. Because through an assessment, a teacher can obtain information regarding the quality and achievement of a student's

competence. The ultimate principle in assessment activities is the fair principle. The appropriate question is that students obtain grades according to their learning abilities.[13] However, when pandemic learning arises, a new problem arises, whether the scores obtained by students are the result of understanding the material delivered or the scores that students collect constitute interference from outside parties. As a result, the assessment given by the teacher is not yet objective because the evaluation of learning achievement does not match the student's ability.

To address this problem, based on the interview results, it is known that the form of assessment of PKN learning was also carried out by Ms Ade verbally. According to him, this is done to ensure that students do the given tasks and understand the submitted material so that the given assessment is objective and accountable. Ms Ade orally conducted the evaluation form by questioning face-to-face learning through a home visit. So Ms Ade visited the students' homes in rotation to give materials and assess PKN learning to students.

In addition, assessments are also conducted online to collect photos of their assignments in WhatsApp groups. The student sent this project photo that Ms Ade corrected and assessed PKN learning. With this kind of assessment, teachers can assess students objectively.

c. Obstacles to Implementation of PKN Learning Assessment

When carrying out the PKN learning assessment in pandemic times, it is not independent of the obstacles teachers or students experienced. Based on the results of the researcher interview with Ms Ade, the learning assessment conducted by Ms Ade did not encounter many obstacles because the learning assessment was done through WhatsApp, where the collection process was straightforward, which was to send only photos of tasks and students had enough knowledge about how to submit foto through WhatsApp.

However, there was one obstacle experienced by Ms Ade, which was when she was about to perform the learning assessment of the mobile phone that was used, she had an error. According to him, this happened due to many photo files of assignments sent by students. As a result, the mobile phone became an error, and Ms Ade could not perform the learning assessment. However, this happens at certain times only. Therefore, the author provided a solution to Ms Ade, preferably implementing the learning assessment through the media WhatsApp web. Using Whatsapp web, there are no memory limitations, and teachers can view the entire tasks students collect and minimise the error of mobile phones.

CONCLUSION

As for the conclusions based on the results and discussions of the study as follows: Implementation of PKN learning assessment in the pandemic period in grade IV of SDIT Al-

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[13] A. Muri Yusuf, *Asesmen Dan Evaluasi Pendidikan* (Kencana Prenada Media, 2017).

Fauzi is done online and face-to-face. Online examination is done through the WhatsApp app so that students submit photos of assignments that teachers provide and then assess teachers. Meanwhile, the evaluation is done face-to-face through home visits by teachers visiting students' homes, and then teachers conduct tests to evaluate students' understanding, The assessment form of PKN learning in pandemic times in class IV, SDIT Al-Fauzi, is a test orally and in writing. Oral examinations are performed when home visits. At the same time, written tests are conducted in the form of multiple choices and essays through the WhatsApp application. Obstacles to implementing PKN learning assessment in pandemic times in kelas IV SDIT Al-Fauzi have no inhibitions. It's just that the mobile phone used by the teacher had experienced errors due to a large number of photos of students' assignments to be assessed.

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