

Class-Based Assessment Concepts: A Comprehensive Study

Abid Nurhuda^{1*}, Nur Aini Seyaningtyas², Ali Anhar Syi'bul Huda³

¹ Postgraduate Nahdlatul Ulama University Of Surakarta

Jl. Dr. Wahidin No.5, Penumping, Kec. Laweyan, Kota Surakarta, Jawa Tengah 57141, INDONESIA.

² State Islamic University Raden Mas Said Of Surakarta

Jl. Pandawa, Dusun IV, Pucangan, Kec. Kartasura, Kabupaten Sukoharjo, Jawa Tengah 57168, INDONESIA

³ Postgraduate Indonesian Educational University Of Bandung

Jl. Dr. Setiabudhi No.229, Cidadap, Isola, Sukasari, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154, INDONESIA

*Corresponding Author: abidnurhuda123@gmail.com

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Abstract

The assessment carried out by educators on students must be comprehensive and include cognitive, affective, and psychomotor aspects and cannot be looked at from one side only, besides that, it also has certain concepts. One form of the many assessment concepts that can be carried out by educators is class-based assessment. So the purpose of this study is to describe the Class-Based Assessment Concept. This research uses descriptive qualitative techniques with a literature study approach model. The results of the study show that the Class-Based Assessment Concept aims to find detailed information about student learning outcomes. And principled in validity, education, competency-oriented, fair, objective, open, sustainable, comprehensive, and meaningful. So with all that, if there are students who still have not finished their studies, remedial can be done which functions to heal, as well as adaptive, interactive, flexible principles, there is feedback, continuity, and availability in providing services. Then in developing the implementation the educator must explain the material again, students must study independently, then retest, give additional assignments, study groups with teacher guidance, and finally study groups with the guidance of students who have graduated from their studies.

1. Introduction

Class-based assessment is an assessment activity carried out by educators on their students. This assessment is an internal assessment conducted at school. Assessment activities are professional educator tasks that must be carried out continuously. This is because it has a central role in evaluating student learning to measure their competence based on combination techniques such as collecting student work (portfolio), work (project), performance (performance), and written tests (paper and pen). And from there valid information and evidence will be obtained to produce a comprehensive assessment (Amirono en Daryanto. 2016).

Before conducting an assessment, an educator will first provide learning to his students through thorough learning. This learning is intended in the implementation of the 2013 curriculum as a learning pattern that uses the principles of individual and social mastery (Y. Putri en A. Nurhuda. 2023). So that the application of thorough learning allows the development of the potential of each student optimally. To obtain optimal goals, of course, all

existing components must work, starting from educators, media, methods, strategies, and facilities to the readiness of students. All of these components become the determining factor of whether learning, namely the teaching and learning process that occurs in the class, is complete or not (A. Nurhuda. 2023).

Meanwhile, some students were able to complete well in their studies but on the other hand, some students had difficulty understanding the learning material as well as difficulties in doing assignments, exercises, and completing test questions (A. Nurhuda. 2022). For students to be able to solve these difficulties, it is necessary to assist in the form of providing remedial/remedial learning. To provide remedial learning, it is necessary to choose the right strategy and steps after a diagnosis of learning difficulties experienced by students is carried out. Whereas those who have completed or even have more competence can be given enrichment questions that can channel their potential (A. Nurhuda en Y. Putri. 2023).

In addition, the teacher can also provide examples by exploring various problems that are relevant and widely discussed at that time and then solve and find solutions together with them to train social intelligence because they work together, and then given ways to practice it so that it can be useful in overcoming problems. the problems that exist, especially when they later enter the community, starting from the problems of poverty, education, health, and others (B. Nurgiyantoro, 2010). So the cultivation of character values from an early age is very comprehensive it includes affective, cognitive, and psychomotor aspects of students, and these three things should be a reference for teachers or educators in conducting class-based assessments so that it is not feasible to only look at one side.

2. Materials and Methods

The method used in this study is qualitative with a literature study approach, namely by collecting data from various sources relevant to the theme in the form of ebooks, articles, journals, books, websites, or others for reduction (A. Nurhuda, I. H. Ansori, en T. E. S. B. E. Ab. 2023). The collection technique uses documentation and then analyzes the contents and then concludes with full responsibility to get answers to existing problems.

3. Results and Discussion

3.1 Definition of Class-Based Assessment

Assessment is an activity of measuring, quantifying, and determining the quality of student knowledge as a whole. In this case, it is implied that assessment must be integrated with various forms of education. In general, assessment is one of the important processes in teaching and learning activities (M. S. Hamid. 2011). The essence of assessment in education is a systematic and systemic process, collecting data or information, gathering about the level of achievement of results and the level of effectiveness and efficiency of an educational program.

The type of assessment is differentiated based on the implementer. In education, if it is carried out by the teacher or the school, it is called internal assessment. Examples are daily tests, midterm tests, and grade increases. If the assessment is carried out by outsiders, the assessment is called an external assessment. For example, the School Examination or Madrasah Examination as well as the National Examination. The results of this assessment are useful as a basis for making improvements to the learning process (A. Nurhuda en N. A. Setyaningtyas. 2022).

Through this explanation, we can know that class-based assessment (PBK) is an assessment in the sense of "assessment". That is, data and information from class-based assessments are one of the pieces of evidence used to measure the success of an educational program. More specifically class-based education can be interpreted as a process of collecting, reporting, and using data and information about student learning outcomes to determine the level of achievement and mastery of students towards predetermined educational goals (Daryanto, 2001). This means that the results of Class-Based Assessment can describe the competencies, skills, and progress of students while in class.

The Ministry of National Education explains that Class-Based Assessment (PBK) is a component of the competency-based curriculum. PBK is an assessment activity carried out in an integrated manner in teaching and learning activities carried out by collecting student work (portfolio), work (products), assignments (projects), performance (performance), and written tests (paper and pen). The focus of the assessment is directed at mastering competence and student learning outcomes according to the level of student achievement (E. L. D. A. Fitri. 2022). Once the importance of class assessment in the learning process, it is also important for

those who use this class assessment to achieve effective and efficient learning objectives. These parties include (E. N. Inah, 2012):

1. The teacher is the main actor in the assessment. The teacher makes, organizes, and uses assessments to be able to run at least fulfilling that is informing various specific decisions, instructing and controlling the behavior of their students. For example, the teacher groups students when teaching assesses how students work in the learning process and selects students who receive special attention.
2. Students have the task of learning and practicing the use of the class assessment by doing assignments to hone their knowledge and skills.
3. Parents, namely people who are parties to take advantage of the results of this class assessment. In this case, parents can make various expectations, plan educational resources to form a learning environment at home, and help provide teaching based on their understanding of the achievements their children have achieved (A. Nurhuda, 2023). In this case, it is known that parents use this class assessment as a venue to find out the level of development of their children and then seek various decisions related to their child's learning at school. The class-based assessment also has principles, among others [14]:
 - a. Valid
PBK must measure what should be measured by using a reliable or valid type of test. That is, the measuring tool is suitable for the measuring functions and measurement goals.
 - b. Educate
PBK must make a positive contribution to the achievement of student learning outcomes.
 - c. Competency-oriented
PBK must assess the achievement of student competencies which include a set of knowledge, attitudes, skills, and values that are reflected in the habits of thinking and acting.
 - d. Fair and Objective
PBK must take into account the sense of fairness and objectivity of students, without discriminating against gender, ethnic background, culture, and various things that contribute to learning.
 - e. Open
PBK should be carried out openly for various groups, so that decisions regarding the success of students are clear to interested parties, without any manipulation or covertness that can harm all parties.
 - f. Ongoing
PBK must be carried out continuously or continuously from time to time, to find out the overall development of students, so that the activities and performance of students can be monitored through assessment.
 - g. Thorough
PBK must be carried out as a whole, which includes cognitive, affective, and psychomotor aspects and is based on assessment strategies and procedures with various evidence of student learning outcomes that can be accounted for by all parties.
 - h. Meaningful
PBK is expected to have a significant meaning for all parties. For this reason, PBK should be easy to understand and can be followed up by interested parties.

3.2 Complete Learning and Measurement Reference

Complete learning often referred to as Mastery Learning has a linguistic meaning consisting of two words, namely mastery means mastery or superiority. While learning means learning or knowledge. If these words are combined, it will become mastery learning, meaning mastery of knowledge, or it can be interpreted as full mastery. However, in the world of education, it is defined as complete learning or complete learning. The complete learning system is a structured teaching pattern that aims to adapt teaching to students so that attention is paid to the differences that exist between students, especially regarding progress in learning (M. Ihsan, 2018).

Complete learning often referred to as Mastery Learning is a learning philosophy based on the assumption that all students can learn if given sufficient time and adequate learning opportunities. Then students are

believed to be able to achieve mastery of a material if curriculum standards are formulated and stated clearly, assessments accurately measure students' progress in a material, and learning takes place by the curriculum. In the complete learning method, students do not move on to the next learning objective if they have not demonstrated proficiency in the previous material (A. H. Bakri, 2020).

A complete learning curriculum usually consists of several different topics that students begin to study simultaneously. Students who do not complete a topic satisfactorily will be given additional learning until the student is successful. Whereas for students who master the topic faster, it will be aimed at the next activity, namely enrichment activities until all students in the class can continue to other topics together. In a complete learning environment, the teacher performs various learning techniques by providing feedback through diagnostic tests, formative tests, and correcting errors during learning. The test used in this method is a test based on criteria and not a norm reference (J. Widiyanto, 2018).

The reference for measuring student learning completeness is determined by the benchmark reference for the teacher in the field of study, not the benchmark reference that has become standardization. This means that if students are complete in certain learning then these students get new material enrichment and vice versa, if students have not completed a lesson then they are not allowed to continue on new learning material, then these students will do remedial learning (N. Harahap, 2018). In this case, it means that the yardstick used in achieving complete learning outcomes is the ability level of students per person not per class. In addition, it is also said that there are several principles of complete learning, among others (E. Komariah. 2018):

1. Students can master the teaching materials delivered by the teacher.
2. The teacher develops a complete teaching strategy starting with formulating specific goals that students want to master.
3. By these specific objectives, the teacher breaks down teaching materials into teaching material units that can support the achievement of the group's goals.
4. In addition to providing teaching materials for main learning activities, the teacher also prepares teaching materials for remedial and enrichment activities.
5. Assessment of learning outcomes does not use reference norms but uses benchmark references.
6. The concept of thorough learning takes into account individual differences.

An example of thorough learning is the implementation of tests on certain subjects to measure student learning progress, if students can master the teaching material according to predetermined standards then these students can continue to the next lesson. However, if the student has not mastered the teaching material given by the teacher then the student cannot proceed to the next teaching material so special assistance is needed for the student (R. I. Djarwati. 2021).

3.3 Definition of Remedial Learning and Its Implementation

The word remedial comes from English which means to heal, treat, fix, or make good. This means that remedial learning is learning that is healing in nature, so that what was initially bad can get better or it can also mean recovering from learning problems that are considered difficult. Meanwhile, other opinions suggest that remedial learning is a learning process in the form of programmed and systematic improvement activities that are expected to accelerate student learning completeness. So students who are included in this remedial learning group are students who have not completed their studies (T. Waruwu. 2020).

This remedial learning is an arena for teachers to create situations that allow individuals or groups of students (with certain characteristics) to be more able to develop themselves as optimally as possible. Samedi stated that remedial learning is aimed at increasing the quantity of students and the quality of each student in mastering the subject matter. Thus, students who still feel the need to improve their learning mastery on certain topics are a general means of remedial learning or in other words remedial learning as an effort to enrich student understanding, not learning for children who are not smart (F. Fatayah, 2019).

The concept of implementing a remedial learning model is expressly stated in the 2013 curriculum which is enforced based on Permendikbud No. 103 of 2014 and Permendikbud No. 104 of 2014. Permendikbud No. 103 emphasized that the RPP contained remedial learning and enrichment in the assessment section. Meanwhile, based on Permendikbud No. 104 stated that each student's SK and KD mastery was measured using a criterion-referenced assessment system. Students who have not reached the KKM must take part in remedial learning. If a

student reaches a certain standard (KKM) then the student is declared to have achieved completeness (M. W. Lidi, 2018). Some principles that need to be considered in remedial learning are as follows:

1. Adaptive, that is, learning programs should allow students to learn according to their speed, opportunity, and learning style, because each student has their uniqueness.
2. Interactive, namely remedial learning should allow students to always interact with educators and available learning resources. This is based on the consideration that student learning activities are remedial, it is necessary to always get supervision so that the progress of learning is known, because if there are students who experience difficulties, assistance is immediately given
3. Flexibility in learning and assessment methods, which is in line with the unique nature and learning difficulties of different students, so in remedial learning it is necessary to use various teaching methods and assessment methods that are by the characteristics of students.
4. Providing feedback as soon as possible, namely in this case the intended feedback is in the form of information provided to students regarding their learning progress. Providing feedback as soon as possible can avoid protracted learning mistakes experienced by students.
5. Continuity and availability in the provision of services, namely regular learning programs with remedial learning are one unit, thus regular learning programs with remedial must be continuous and the program is always available so that students can access it at any time according to their respective opportunities.

The following is an explanation of the implementation of remedial learning, namely (H. Waruwu, 2009):

1. Remedial Learning Implementation Time

The remedial program is given only for certain basic competencies that have not been mastered by students. Remedial is only done a maximum of two times. Therefore, for students who have done remedial twice, but whose score is still below the minimum standard, the handling must involve the parents or guardians of these students. There are several alternatives regarding the time or when remedial learning is carried out. Remedial learning can be given after students learn certain KD. Considering that the indicator of student learning success is the level of completeness in achieving KI which consists of several KD, remedial learning can also be given after students take the KI test which consists of several KD. Those who have not yet achieved mastery of certain KIs need to take part in a remedial learning program. Supposedly at the end of each learning activity of a lesson unit, the teacher conducts a formative evaluation, and after a formative evaluation, the children who have not mastered the subject matter will be given remedial teaching.

2. Remedial Learning Implementation Steps

I Weja et al suggested several steps for implementing remedial learning that can be done in the following forms (I. W. Weja, I. M. Candiasa, en N. Dantes. 2013):

a. Re-teaching

The point is that remedial activities are carried out by teaching the same material again to students who need help by presenting it differently in the following ways:

- 1) Teaching and learning activities in group situations have been carried out.
- 2) Involve students in teaching and learning activities.
- 3) Encourage (motivate) students in learning activities.

b. Individual or group guidance

c. Give homework

d. Instruct students to study the same material from textbooks, such as textbooks, worksheets, or other reading sources.

According to Rusdiana et al, the steps in implementing remedial learning can be in the form of retesting, giving additional assignments, re-learning (re-explanations), self-study then testing, group study with teacher guidance and group study with the guidance of students who have completed their studies (D. Rusdiana, J. Sabandar, en A. Rusli. 2014). The steps for implementing remedial learning that can be developed by the teacher include:

- a. Re-teaching, namely, remedial activities carried out by explaining/re-teaching the same material to students and then being tested again.

- b. Giving additional assignments/homework to students by reworking questions/assignments, discussing with friends, or re-reading a description.

From the various opinions above regarding the steps of remedial learning, it can be concluded that the steps for implementing remedial learning are as follows: Re-explanation of the material that has been taught (re-teaching), independent study and then retesting, giving additional assignments/homework, group study with teacher guidance, study groups with the guidance of students who have passed the study.

An example of remedial learning is a teacher who has completed one subject matter of discussion and then does daily tests, from the daily tests it is known that several students get grades below the KKM. So that Students whose scores are less than the KKM must take part in remedial learning with the same subject matter, after which the teacher tests students again with the same questions or even with questions that are easier than the previous questions.

4. Conclusion

Class-based assessment is a process of collecting, reporting, and using data and information about student learning outcomes to determine the level of achievement and mastery of students toward predetermined educational goals. This assessment has several principles, namely, valid, educational, competency-oriented, fair and objective, open, sustainable, comprehensive, and meaningful. In addition, in the process, some students have completed their studies, while some others still need repairs or remedies, so in implementing these remedies, they must adhere to principle healing, adaptive, interactive, flexible, feedback, continuity, and availability in service delivery. And with all these principles the teacher can diagnose which students have completed learning certain KD but have not mastered certain KI either. Educators also need to develop remedial implementation by explaining the material back to students (re-teaching), self-study then retesting, giving additional assignments/homework, group study with teacher guidance, and finally group study with student guidance who have graduated.

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