

ANABUSRA RUMUS ANAK KEREMPENG: Making Students Motivated in Doing Assesment Honestly

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Abstract

ANABUSRA RUMUS ANAK KEREMPENG: Making Students motivated in doing assesment honestly at SMA Negeri 7 Padang. The purpose of this paper is to outline and to share experiences whether "ANABUSRA RUMUS ANAK KEREMPENG technique " can increase the motivation of the learners to perform daily tests honestly. In this case, the honesty in the assessment required as a prelude to setting up the golden generation of character. This experience was written after conducting assessment of learning subjects in English curriculum of 2013. This evaluation technique was done every KD (Kompetensi Dasar or Basic Competences) and applied in any implementation of daily tests. At first, it was difficult to conduct this way because teacher must formulate a matter of daily tests and continued by analyzing the test results of students with Anates Application. Not all students who could accomplish materials each KD. After that, the results of the tests are distributed to the students by signing the form of the return the test results. This activity was followed up by the implementation of remedial programs for students who were not completed yet and enrichment program for students who were already accomplished. Experience shows that the use of the technique of " ANABUSRA RUMUS ANAK KEREMPENG " could increase the motivation of learners in the learning. Once they saw the test results returned by the teacher, they prepared to take remedial and enrichment programs. They were motivated once wanted to improve their grades. With the process of formulating test items that were preceded by analyzing the relationship SKL (passing grade standard), KI (Core Competences), KD (Basic Competences) and IPK (Competences- achieved indicators) which then produced the syllabus, lesson plans, the formulation of questions based on those of the IPK. It was continued by analyzing the test using Anates, returning the test results of students and implementing remedial and enrichment, so that it made the assessment activities more transparent and the learners were encouraged more to improve the achievement of learning outcomes.

Keywords: "ANABUSRA RUMUS ANAK KEREMPENG" technics, motivated, assessment

INTRODUCTION

1.1. Background

The quality of education is strongly influenced by the capabilities and skills of teachers in managing the learning process. In addition, to improve the quality of education needs to focus to the qualification of teachers so that they can perform the task optimally and professionally. One effort to improve quality and learning outcomes as part of improving the quality of education can be done through assesment system,

both held by teachers and educational units. The scope of this assessment include: assessment of attitudes, knowledge and skills. Permendikbud No. 53 in 2015 regulate in detail about assessment system in 2013 curriculum.

Assesment of Attitude can be done during the learning process by filling out observation sheets and manifested in a learning journal. A learning journal records all the attitudes of students who stand out nice and protruding not good. The follow-up of the records in a learning journal is calling on the students and controlling them continuously until such learners change their attitudes. Assesment for Skills includes assessing for practice / performance, project, product and portfolio, using the optimum achievement of students as their final mark. The optimum mark in every aspect of the assessment the final mark in their report book. While, assessment for cognition includes verbal tests, written tests, and assignments. All three forms of assessment are counted its average to get the final result in the learners' report book.

Therefore, it is not permitted to apply fictive assessment. Any marks or grades that are achieved by learners, that's the actual achievement of learners. If their achievement is low, then the students must follow the remedial program that had been prepared previously by teachers. By following the remedial program, learners can substantially increase its competence to achieve mastery and be eligible for further material. Instead, students whose accomplishments above average, then they can follow enrichment program, which the participants can better explore more deeply the material that has been achieved.

Ideally, a learner must be very enthusiastic when the daily tests are held by an teacher in the classroom in order to measure the achievement of learners towards the mastery of basic competencies that have been taught. But, in fact when it is conducted, it seems learners do not prepare themselves for the test. They do not read the materials that will be tested in the home. As a result, cheating is inevitable in the test. A small portion of students who are well-prepared for the test becomes the easy targets for unprepared for requesting the answer key. Even, the students extremely prepare a "fetish" or small notes to serve as guidelines the exam. In this case, the learners' honesty during the test is almost non-existent. The learners tend to prioritize getting higher grades than growing the value of honesty in the test.

The problem is when learners get low mark and they are required to attend remedial, they are not enthusiastic. They assume that if they follow remedial program, the subject must be accomplished. Likewise with learners who have completed the subject well, they are not interested to do the enrichment. They feel that getting mark above average score (KKM=Kriteria Ketuntasan Minimal), it is no longer necessary to join enrichment program. As a result, the implementation of remedial and enrichment program is not maximized. So that, teacher becomes lazy to conduct the remedial tests because they assume that the learners will not be. Teachers are more likely to give assignments to students to improve the learners' marks. Moreover, demand of teaching teaching of 24 hours a week made it is difficult to find a good time for practicing remedial and enrichment program.

In addition, implementation of daily tests performed by combining multiple KD (Kompetensi Dasar = Basic Competence) lead to difficulty of implementing remedial and enrichment programs at the school. Indeed, students who did not accomplish KD 1 should not proceed to KD 2. But this does not apply in the classroom. Remedial and

enrichment become dysfunctional, so the fictive marks are increasingly being carried out in the administration of school. This becomes a major problem that must be addressed.

1.2. The Problem Identification

Based on the background described above, the problems associated with the evaluation of cognition in the classroom can be identified as berikut:

1. The learners carry out the test dishonestly.
2. The learners do not do the test enthusiastically.
3. The implementation of remedial and enrichment programs is not effective.

1.3. Problem Solving Strategies

Based on the above problem identification, problem-solving strategies raised in this best practice is as follows:

1. How to guide the learners to carry out daily tests for each basic competency (KD) with enthusiastically and honestly.
2. How to increase the daily test results of students for each basic competency (KD).
3. How to guide the learners to be enthusiastic joining remedial and enrichment program to obtain a good mark for each basic competency (KD).

1.4. The purpose of writing

From the above problem identification, the objectives to be achieved in the writing of Best Practice are as follows:

To describe the examples of innovative strategies as an attempt to increase the students' motivation to do the daily test honestly and enthusiastically as well as to join the remedial and enrichment programs, so that the learners' achievement is increasing.

1.5. Significance of the paper

This paper is expected to benefit:

1. For learners
To increase the motivation of learners to follow the daily tests honestly and enthusiastically. So that, the daily test is no longer becomes a burden for them.
2. For teachers
To provide ideas, inspiration and insight for teachers to design structurally tests.

PROBLEM SOLVING

In Permendikbud No. 53 in 2015 stated that 'Assessing the learners' cognitive is an to measure the ability of learners in the form of factual knowledge, conceptual, procedural, and metacognitive, as well as thinking skill as low to high level. This assessment relates to the achievement of basic competence in KI-3 (Kompetensi Inti 3=Core Competence 3) conducted by teachers on certain subjects. Cognitive assessment

is done by a variety of evaluation techniques. Teachers establish assessment techniques in accordance with the characteristics of the competence to be assessed.

When teachers have already set the assessment standard in accordance with the demands of the curriculum but it is not supported by the readiness of their students, then it would be useless as well. Teachers and learners should have the same understanding of this assessment. Teachers consider the implementation of the daily test was very important to see the extent to which the achievement of learners of KD. But it is not the case by the learners. They did not seem enthusiastic every time the daily tests are held.

Effort to overcome the lack of enthusiasm of the students to follow the daily tests and the difficulty of implanting honesty during the test is to apply ANABUSRA RUMUS ANAK KEREMPENG technics, where the system is based on the implementation of daily tests to each Competence (KD). It is stated In permendikbud No. 53 in 2015 that it is recommended to hold the daily test for the assessment of cognitive for each KD. In other words, if there are six KDs in the first semester of grade XI, then there will be six PHs (Penilaian Harian=Daily Mark). PH is the combined mark of the daily tests and assignment.

Implementating the daily tests for each KD, it will allow teachers to monitor the level of achievement of students in each KD easily, so that remedial and enrichment programs easier to implement. By carrying out daily tests per KD, teachers can prepare teaching programs more rational and contextual. Indeed, learners are not allowed to step up to the next KD if not yet completed the mastery of previous KD. Remedial implemented can be re-learning, peer tutoring, retest and assignments. Retest or remedial test will not take a longer long time since the material tested only one KD. Approximately it only takes 15 minutes or 20 minutes to re-test the KD.

1.6. Steps and How to Solve The Problems

Before conducting the daily tests (UH) for every KD, there are several steps that must be prepared in advance. Such steps are described in the following stages:

1.6.1. The preparation Stages

- a. ANA (linkage ANAlysis SKL, KI, KD. IPK and learning materials): Teachers need to analyze the relationship Graduation Standards (SKL=Standar Kelulusan), Core Competence (KI=Kompetensi Inti), basic competencies (KD=Kompetensi Dasar) and the Achieved-Competence Indicators (IPK=Indikator Pencapaian Kompetensi) and the learning materials at the beginning of the semester.
- b. BUS (SyllaBUS): Teachers make syllabus after analyzing the relationship KI, KD, GPA and learning materials.
- c. RA (**R**encan**A** Pelaksana**A**n Pembelajaran=Lesson Plan): Teachers create lesson plans accompanied by clear and focused assessment. Assessment conducted include assessment of attitudes, cognitive and psikomotor. It is completed with preparing written test per KD. Lesson plan is also equipped with the preparation of remedial and enrichment programs.
- d. RUMUS (**RUMUS**an Soal=Test Formulation): Teachers prepare test items derived from the IPK. The test design is attached to RPP. In remedial programs, the teachers prepare the test for students who have not completed yet. In enrichment program, there is also the test for learners who have completed. All is done for each KD.

- e. ANAK (analisis dengan program ANAtes dan Kalkulasi=analysis using *anates* program and calculations): Anates program is prepared to analyze and calculate the learners' mark of the daily tests. From the analysis it is found a group of learners who must join remedial and groups of learners who participated in enrichment program. Follow-up activity is taken after this analysis. It should be done consistently.
- f. KE (**KE**mbalikan kertas ujian siswa=Give back the test papers to the learners): Teachers prepare a form of returning of daily test results. This form should be filled out when learners accept their test result.
- g. REM (**RE**medial): Remedial program is provided for the students who are not accomplished the materials yet. Remedial can be planned through peer tutoring, assignments and individual learning.
- h. PENG (**PEN**gayaan=enrichment): Teachers prepare higher level questions for students who have completed.

Good Preparation in the learning and assessment, the strong commitment between learners and teachers and followed by consistency in in action take this education process towards mental and character building. An honest assessment start from a honest preparation. An teacher who is honest in designing learning and assessment, will generate the learners who have honest and responsible characters as well. Learners who are trained continuously to be honest in the learning process and in the assessment will transmit honest habits to their environment respectively.

1.6.2. Implementation Stages

Furthermore, after the preparation stage passed, it's time to carry out daily tests in the classroom. Daily test is carried out through techniques RUMUS ANAK KEREMPENG. The steps of conducting this technique is as follows:

- a. RUMUS: (**RUMUS**an soal) The formulation of the test item that is made into a script distributed to learners. Each learner get a script to be answered for 60 minutes. Before the test begins, the teacher reminded learners to perform daily tests honestly and not cheating. If cheating, the answer sheets will not be assessed. After working for 60 minutes of daily tests, teachers tell students to stop answering the questions and is not given additional time. In this case, teachers try to instill discipline and honesty to the learners.
- b. ANAK: (**ANA**lisis dengan program Anates dan **K**alkulasi) ANAtes program is used to analyze and calculate the test results of students. This program is a special program to analyze the form of multiple choice questions and descriptions. After assessing the learners' test results, teacher analyzed it by *Anates* application. The final results of the analysis of daily tests of this emerge a number of names of students who joined remedial and enrichment programs.
- c. KE: (**KE**mbalikan kertas ulangan pada siswa) Teacher gives back the learners test result. It should be followed by remedial or enrichment program. Learners fill and sign his name on a special format that has been prepared by teacher as a proof they have received daily test results and furthermore get ready to take remedial or enrichment.
- d. REM: (**RE**medial) Learners join a remedial program if the test results do not achieve mastery standard on KD tested. Next, remedial test paper is corrected by the teacher.

If their mark is still low, teacher can guide him/her individually or provide him/her with instructional assignments..

- e. PENG: (**PENG**ayaan) Learners follow enrichment program if it reaches mastery of subject matter. Enrichment is given in the form of practicing higher level questions.

1.7. Time and Place of the Research

The research was done in class XI IPA at SMAN 7 Padang in the academic year 2014/2015 at the time of the daily tests in the classroom. Allocation of time given to each daily test is just 60 minutes from the 90 minutes of time available. The remainder is used to motivate learners to be honest and confident in answering questions during the exam. Teachers are trying to convince students that they are given the opportunity for remedial in case there are questions that are not completed. They are not allowed to cheat or to discuss during the test.

1.8. Obstacles Faced in Implementing the Strategy

Obstacles encountered in selecting the chosen strategy is as follows:

1. The teacher must prepare many questions for remedial and enrichment programs. Therefore, the teacher finds the difficulties to prepare more questions. Even, sometimes learners follow more than two remedials. Teachers need as much time to prepare various questions.
2. Teachers need extra time to examine the results of remedial and enrichment of learners. While the teachers has been berdened with 24 hours teaching a week.
3. Teachers must find extra time for remedial teaching and remedial test for students who have not completed. Obstacles due to dense activity of teachers and learners becomes a complex problem for the teachers.
4. Teachers must face learners whose stamina is not fit anymore due to remedial and enrichment carried out in the afternoon, so they are difficult to concentrate their mind again.

1.9. Supporting Factor

Behind all the constraints as described above, there are several contributing factors that could be a solution to these obstacles:

1. The existence of a hot spot or Wi Fi in schools is helping teachers to googling on the internet to find questions that are relevant to the material being tested.
2. The belief of the parents to the school that their children will be safe at school till late in the afternoon will give time for the teachers to conduct remedial and enrichment programs.

2.5. Alternative Development

Based on constraint factors and supporting factors above, it can be formulated several development alternatives:

1. Network or Wi fi internet should be expanded to make the teachers could download test items associated and the materials that will be provided for the learners.
2. Daily test analysis of learners and the implementation of remedial and enrichment program by the teachers need to be respected by the government as an additional teaching hours to fulfill 24 hours of teaching, so teachers have more time to teach at school.

3. Teachers need to be trained to make high-level questions, so that learners are trained to think critically.
4. Monitoring of the test should be tight and no time for them to have discussions with other learners, so that cheating can be avoided.
5. Teachers need to give an honest assessment, so that the marks written on their report books is purely the result of the learning . Respect of the students to the teachers will emerge from the honest process in teaching and assessment.

THE RESULTS ACHIEVED

The results achieved from the application of ANABUSRA RUMUS ANAK KEREMPENG technics skinny at SMAN 7 Padang are as follows:

1. The Increased of the learners' enthusiastic to follow the daily test organized for each Basic Competency (KD). Daily test is implemented seriously and sincerely without cheating answer from others. Direction and motivation given by teachers before the test begins so pervasive in their hearts. The guarantee given to the learners that they have an opportunity to improve their mark by joining remedial. Remedial would only be for IPK which is not accomplished yet. They were not overwhelmed and in shock when their mark decreased. Soon they prepared to follow the remedial at the agreed time between teachers and learners. Implementation of remedial did not take longer time, because they improve only for inaccomplished IPK. Within 10 -15 minutes, they were able to solve the problems of their remedial.
2. The Increased of the learners'test results. Since daily tests are conducted for each KD, it is very easy for students to understand the subject matter. As a result, the majority of students scored Very Good and Good. Even if there is IPK which is no t accomplished yet, they have a chance also to improve its mark. The average mark of high learners. Look at all when the test results were distributed , they seemed very happy and satisfied. The result of their hard work is not in vain. And for those who did not complete in a certain IPK, they were not too disappointed because they have time to fix its score.
3. The Increased of the learners'enthusiasm to attend remedial and enrichment programs. Undergoing remedial learners do not make them inferior because they have confidence that they will get better mark after remedial. They will feel under estimate with other learners who have completed and did not participate remedial. Information and motivation of teachers before the daily test pumping their passion to be able to follow the daily tests seriously and honestly without cheating. Teachers managed to convince the students that if they fail, they still have time to improve their mark by following remedial program.

Implementation of ANABUSRA RUMUS ANAK KEREMPENG technics makes teachers and learners better to carry out an assessment in the school. Evaluation process runs more transparent and there is no fictive efforts. Growing honest and transparent stance at the begining of preparation and in implementation stages will promote good habits to the students. Teachers honestly formulate its own syllabus after conducting linkage analysis SKL, KI, KD, IPK and learning materials. Furthermore, the syllabus is lowered to Learning Implementation Plan (RPP), which contains indicators

Accomplishment Competence (IPK). This IPK is revealed to be an indicator to be made about the formulation of the test items. Test items are given to the students is to measure the achievement of the IPK taught. So, it is not surprised if many learners accomplished the test well and only a few who follow remedial. Learners believe that the test items that is honest derived from IPK will make it easier for them to answer. This conviction that brought them so sure and confident in doing the daily test. The desire to cheat is throwing away. Motivation given by teachers before the test begins make them more confident in doing a test.

CONCLUSIONS AND RECOMMENDATIONS

2.6. Conclusions

Based on the above discussion it can be concluded that the attempt to build a professional teacher can be done with the implementation of the honest assessment. Applying ANABUSRA RUMUS ANAK KEREMPENG technics is a solution to teach the learners through appropriate learning and assessment. Implementation of daily tests, analysis of daily tests and the implementation of remedial and enrichment program and proceed with the confirmation persistently to learners will lead to increasingly closer emotional bond between teachers and learners. Moreover, the honest test and assessment implementations would steer students to be personally honest to himself and others.

2.7. Recommendations

It is expected teachers become more professional and able to practice honesty values in every learning and assessment process. When the lessons are well-planned, well- implementation and well-assesed, the teacher has been succesful to grow and to model a good character to their students. All of them are derived from honest self-management.

The attention of the government are expected to appreciate the teacher who work with big responsibility. It is expected government could appreciate his/her works, started from preparation of learning, conducting the learning process to assessment and analysis of assesment by making them equivalent to 6-12 hours of lessons.

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