



## The use of student assessment data by the teacher to determine the results of learning arts and culture

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### ABSTRACT

The use of student assessment data to determine the results of learning arts and culture in class VII.1 SMP Negeri 25 Padang which is directly carried out by the supervising teacher and the selection of appropriate material by the teacher, providing corrections at each meeting and providing motivation and praise to students during learning arts and culture using Geschool media on the material Decorative Variety on Wood is the right way to improve student learning outcomes in class VII.1 SMP Negeri 25 Padang. The purpose of this research is to describe the process of using student assessment data by teachers to determine the results of learning arts and culture at SMP Negeri 25 Padang. The theory used in this study is the theory of Bloom's Taxonomy 1956. Learning outcomes within the framework of the study are achieved through three categories of domains, cognitive, affective and psychomotor. This qualitative research uses research with descriptive methods. Using data through documentation, observation, and interviews. The results of the study have described that the use of student assessment data by teachers to determine the results of learning arts and culture through geschool has increased so that from the first meeting the attendance of students was only 72%, at the second meeting was 82 %, the third meeting was 97%, and at the fourth meeting it was 100%, so that the average attendance of students was 88% in arts and culture learning materials for discussing decoration on wood.

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## INTRODUCTION

Education has a role to build changes in individuals that enable them to function as a whole in social life. Education has a goal to create individual character so that they can have knowledge that can later be applied in everyday life. As stated by Hamalik (2014: 3), that education "is a process to influence students to be able to adapt as well as possible in their environment" and not just follow or fulfill obligations (Istikakimi et al., 2022).

The implementation of art education in schools is actually inseparable from the conditions of society and the cultural environment where student study. Therefore, the development of art education goals is based on the values of ideas that exist in the experience, thinking and acting of students, including patterns of creative life through exercises. The purpose of learning arts and culture in general is to develop students' expressive and creative aesthetic abilities that enable them to play a positive role in the life of the state and society both globally and locally. This can be a fairly effective part of facilitating the development of student personality (Jaya, 2018). Learning that will be carried out at Padang 25 Public Middle School, especially Cultural Arts lessons during the COVID-19 pandemic, is evenly distributed using *geschool*, so that in the early stages the researcher will explain about Padang 25 Public Middle School, then cultural arts learning activities will be carried out at *Geschool*, absence, material until giving assignments, will be notified to *geschool*. But on the other hand it is still communicated via social media Whatsapp which is monitored directly by parents. The use of Whatsapp is expected to make it easier for teachers to distribute assignments to students (Sholichin & Razak, 2021). Thus learning using *geschool* is expected to improve student learning outcomes, we can see this using qualitative and quantitative assessment data. So that we can find out from the qualitative data later we can provide an assessment of the attitudes and behavior of students, whereas in quantitative data we can look at it summatively and formatively, which is subdivided into daily test scores, UTS (Mid Semester Examination), even UAS (Final Semester Examination) scores. The character assessment was obtained from several interviews with other teachers at SMP Negeri 25 Padang. In the learning process it is also necessary to plan how later so that students succeed in achieving the three cognitive, psychomotor and affective criteria properly (Yulidar., 2022).

## RESEARCH METHOD

The type of research used is qualitative with descriptive methods. According to Moleong (2014: 6) that qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action, and others. The object of research is the use of student assessment data by the teacher to determine the results of learning arts and culture in class VII.1 SMP Negeri 25 Padang. The instrument of this study was the researcher himself and assisted by supporting instruments such as stationery and cameras. According to Moleong (2014: 6) explains "Researchers in qualitative research are planners, implementers of data collection, analysis, interpretation of data, and in the end they become pioneers of the results of their research". The data in this study uses primary data and secondary data. Data collection techniques were carried out by means of literature study, observation, interviews and documentation. The steps to analyze the data are data reduction, presenting data, drawing conclusions. Collecting data from literature and field studies available from various sources, then identifying the data followed by clarifying the data by type, such as primary data, namely data obtained in the field, while secondary data is data obtained from the library. Describing the data, especially in the literature study, will focus on reference research on theories related to research. The discussion and conclusions are displayed in a descriptive form so that the data is contained clearly in the results of the research conducted.

## RESULTS AND DISCUSSION

### Assessment data

Field of knowledge, this field of knowledge is usually associated with cognitive aspects, where cognitive aspects include students' intellectual abilities including knowledge, understanding, application, analysis, synthesis, and assessment or evaluation.

In the field of skills, psychomotor learning outcomes can be seen through observation during the learning process and after the learning process is complete by giving tests to students as a measuring tool for skills, knowledge and attitudes. So that this aspect is used to evaluate the extent to which educational material is absorbed by students, in other words, these three aspects are used as benchmarks for the implementation of evaluations that will be carried out by educators. Learning outcomes are one of the objectives of the learning process and are influenced by the level of student learning outcomes and the effectiveness of the learning process (Istiqomah et al., 2023).

In the field of behavioral assessment, behavioral assessment is usually associated with affective aspects, where the affective aspect includes behavioral traits such as feelings, interests, attitudes, emotions, and values. assessment has a meaning as an activity to seek and obtain information, this is in line with the learning process. From a new teaching and learning process, assessment activities can be carried out. Which is associated with the assessment of attitudes, interests, and values themselves.

### Material creation

Learning materials must be taught and studied by students as a means of achieving competency standards and basic competencies which will be assessed using assessment instruments that are arranged based on indicators of achievement of learning outcomes. In this study, the material focused on Decorative Variations on Wood. So that the making of this material is included in Geschool. As a medium for student learning in schools.

### QUALITATIVE

Based on the results of interviews with qualitative data, attitude and behavior/character has a point of 5%, where 5% is obtained through class absences which are carried out online through Geschool and diary books given by the school to students. Realtime class attendance, can be seen by anyone, especially parents. On the school page there is a class grouping, alumni along with their special page, available school profile pages can be used as a forum for school publications. Announcements are also available that are notified to all members of the school community as well as automatic school statistical data, made from the profile of each student. Online attitudes/behaviour and character assessments are seen from how thoroughly they follow the teacher's directions, for example students have a good attitude/behaviour. when reading the material thoroughly,

### QUANTITATIVE

Based on a summative assessment of quantitative data consisting of daily tests, midterm exams, final semester quizzes, and skills. Then the percentage obtained is 20% for midterm exams, 40% for final semester exams, 15% daily tests, 15% skills, and 5% quizzes, where in the use of summative data as measuring the level of mastery of student learning outcomes in the form of learning achievement reports which then became the improvement and refinement of the summative test assessment tool

With an agreement with teachers at school about processing assessment data, so that it focuses more on what students can do. What abilities have been achieved by students after completing a small part of an entire program. Researchers take assessment data with what students can do, not compare a student with classmates, but with a specific criterion or standard. So that the results of the assessment desired by a teacher with procedures through indicators that have been made by the teacher are achieved. The success of the learning strategy created by the teacher is evidenced by the students' success in understanding the concept and successfully making a variety of decorative products on this wood.

Thus associated with student learning outcomes. Learning outcomes are tangible results achieved by students in an effort to master physical and spiritual skills at school which are manifested in the form of report cards every semester. Learning outcomes achieved by students in the process of teaching and learning activities by bringing about a change and the formation of one's behavior. To state that a learning process can be said to be successful, each teacher has their own views in line with their philosophy. However, to equalize perceptions, we should be guided by the current curriculum that has been perfected, including that a teaching and learning process regarding a learning material is declared successful if the specific learning objectives can be achieved.

Looking at the learning outcomes of class VII.1 students at SMP Negeri 25 Padang stated their KKM was 80. So from the quantitative assessment data students who initially did not meet the KKM at the time of the pandemic, after the Geschool learning took place in class VII.1 students at SMP Negeri 25 Padang fulfilled the KKM. Quantitative assessment data consists of summative assessment and formative assessment. Summative assessment seen from product performance, portfolio performance, and description of the performance of each student. Formative assessment can be seen from daily tests, midterm exams, quizzes at the end of semester exams, and skills. Qualitative assessment data can be seen from the learning activities at Geschool which consist of attendance, being active in the Geschool space, and understanding the decorative material on the wood. So that the learning outcomes are good cognitively. In the assessment of cognitive, affective and psychomotor results, it is necessary to make the test items first and validate them, but the authors directly use the tests that have been used by the teacher and are considered valid (Sholichin et al., 2022).

The data from the qualitative assessment can be seen from the activities of the students at Geschool, where in terms of attendance has reached 100%. For the overall attendance, the percentage has reached 88% during 4 meetings on the material of Wood Decoration. And for affective assessment of students, where students have filled in absenteeism according to schedule, do not leave the Cultural Arts learning hours while remaining in the Geschool Room, the Cognitive assessment is more on quantitative assessment, but on qualitative assessment it is seen from the activeness of students when the teacher gives Questions on Quizzes implemented. Finally, the student's Psychomotor assessment can be seen from the results of the work on this Wood Decorative Variety material, which is uploaded in the assignment room, and deliver the results of the product to the school according to the schedule set by the school. As well as Quantitative assessment data can be seen from Student Cognitive results on Quizzes, Daily Tests, Mid Semester Exams and Final School Exams.

## CONCLUSION

From the researchers' observations, it can be concluded that the use of student assessment data to determine the results of learning arts and culture in class VII.1 SMP Negeri 25 Padang which is directly carried out by the supervising teacher and the selection of appropriate material by the teacher, provides corrections at each meeting and provides motivation and praise to students during art and culture learning using Geschool on Decorative Wood Materials is the right way to improve student learning outcomes in class VII.1 SMP Negeri 25 Padang.

It turned out that by using Geschool on the Material Decorative Variety on Padang Wood which was directly carried out by supervising teachers and researchers increasing students' awareness to be more active in learning Arts and Culture. This can be seen from the results of qualitative and quantitative student assessments. We can see from the meeting at the Geschool that the students experienced an increase, so that from the first meeting the attendance was only 72%, at the second meeting it was 82%, the third meeting was 97%, and at the fourth meeting it was 100%, so that the average attendance of students is 88% on the material for discussing decoration on wood. In the future the authors hope to be able to continue this research to the stage of validity, practicality, and effectiveness.

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