

Implementation of Holistic Assessment in Fun Learning Activities at Mulyorejo Tirto State Elementary School, Pekalongan Regency

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Abstract

Quality human resources need to be prepared with quality education. Quality education is education that is able to compete in facing various challenges that occur now and in the future. Therefore, evaluation needs to be carried out as a benchmark for whether a learning objective has been implemented well or not. One of the evaluation processes is a holistic assessment. However, in practice the evaluation process has not been carried out comprehensively and systematically so the results cannot be seen objectively. This research aims to determine the process of implementing a holistic assessment. This research uses the systematic literature review (SLR) method. The SLR method is used to identify, review, evaluate, and interpret all available research on topic areas of interest to the phenomenon, with specific research questions relevant to elementary schools. The research results show that implementing holistic assessments in the independent curriculum, using holistic assessments makes it easier for teachers to assess students' abilities. The use of holistic assessments is good because this assessment assesses students in a real way.

Keyword: Education, Holistic Assessment, Independent Curriculum

INTRODUCTION

Education plays a central role in improving the quality of human resources, and therefore, education must contribute to the vision of sustainable global development. In the 21st era, a comprehensive educational transformation is needed to improve students' knowledge, training, equality and their achievements. Along with the paradigm shift towards 21st century students, it is hoped that they will have comprehensive abilities in terms of life skills, knowledge development and mastery of future technology. The learning process is something complex, because it involves the integration of various components and activities, connecting students with the learning environment to achieve behavioral changes that are the result of learning. Education is an active effort to bring out the individual potential of students. The hope is that education is able to create changes in various individual aspects, such as cognitive, affective and psychomotor aspects. Through a holistic approach to education, it is hoped that it can increase students' potential as an effective alternative. A holistic educational approach includes developing all students' potential in a balanced manner, including intellectual, emotional, physical, social, aesthetic and spiritual aspects. This holistic

education encompasses a wide range of philosophical views and pedagogical practices, with a focus on the whole, the interconnectedness of experience, and reality. Education has a key role in the preparation of quality human resources, and formal educational institutions, such as Vocational High Schools, must be responsible for producing individuals who are skilled and ready for the world of work. Through this process, educational goals will be achieved in the form of behavioral changes that can last in various aspects, from the cognitive, affective, to psychomotor domains, which are achieved within a certain period of time.

Law Number 20 of 2003 explains that education is a deliberate and planned effort to create a learning environment and learning process that encourages students to actively develop their potential, including spiritual aspects, self-control, personality, intelligence, morality and skills. needed by the individual himself, society, nation and state. KI Hajar Dewantara also views education as a conscious effort to prepare students through guidance, teaching and training so that they are ready for the roles they will take on in the future. Education has a very important role in improving human quality, including in the social, spiritual, intellectual and professional dimensions, because humans are basically the main force in the development process. Therefore, Indonesia needs high quality education.

Quality education is a type of education that can face various current and future challenges. Government Regulation Number 19 of 2005 refers to National Education Standards, which include a number of standards that must be taken into account, such as standards for content, processes, educators, facilities, management, funding and assessment in the educational context. One of the standards that is key in the implementation of education is educational assessment standards, which include various methods used to measure and assess student abilities.

Holistic evaluation or holistic assessment refers to an evaluation method that focuses on overall quality, also known as global evaluation. Holistic evaluation aims to evaluate student development, progress and achievements in all aspects, including knowledge, attitudes and skills. In the educational unit level curriculum and the independent curriculum, a holistic evaluation system is implemented by considering three specific aspects. However, it is important to conduct research that can analyze how teachers successfully implement authentic assessment in the learning process. Teachers' performance in conducting assessments has a major impact on their understanding of each student's skills. This also provides schools with data regarding the results of teacher performance evaluations in implementing authentic assessment, which can be used as a basis for improving the quality of education at SDN Mulyorejo Tirto Pekalongan.

Considering the importance of assessment in the learning process and improving the quality of education, assessment methods need to be used as a tool

to improve the learning process and improve the quality of education. The use of this holistic assessment is not intended to replace standard assessments which are usually carried out by teachers, schools and the government, but rather as a complement to standard assessments according to the competencies to be assessed. Operationally, holistic assessment can be applied in three stages, namely involving all educators in every learning activity, followed by school level assessment through school exams, and finally at the subject level.

The quality of teachers needs to be improved, especially in terms of learning and assessing student learning outcomes, with a focus on improving the quality of learning and assessing results. However, based on the literature, there are several challenges in implementing holistic assessments by teachers, including difficulties in carrying out authentic assessments, so that the implementation of holistic assessments in the learning process has not gone well. Therefore, this research aims to assess the extent to which teachers have implemented holistic assessment in learning at SDN Mulyorejo Tirto Pekalongan, and this is the basis of the research entitled "Implementation of Holistic Assessment in Fun Learning Activities at Mulyorejo Tirto Elementary School, Pekalongan Regency."

METHODS

This research uses the Systematic Literature Review (SLR) method, which is a literature review approach that identifies, assesses, and interprets findings related to a particular research topic to answer predetermined research questions. This method involves systematic steps carried out by researchers. The object of this research is an assessment instrument. The selection of assessment instruments as research objects aims to evaluate student learning outcomes with the aim of increasing the potential of each student. The following are the steps in the Systematic Literature Review method.

In order to search for relevant literature, the initial step involves searching hundreds of articles that have been published in journals. Searches for these articles were carried out using keywords such as "holistic approach, performance assessment, learning evaluation" via the Google Scholar search engine. After that, sorting was carried out based on title, abstract and critical review of the full text of the articles. The selected articles are then continued for further study using the SLR method. The selection of the five articles was based on the following criteria: 1) Publication Year: 2018-2023; 2) Publication Type: Journal; 3) Search String: Google Scholar; 4) Selected Studies: Articles.

After the selected articles are obtained, the next step is to select literature that is relevant to the research problem. To simplify the selection process, filter criteria were used to select and reject articles. The selection and rejection of articles was carried out based on inclusion criteria, namely articles published between 2018 - 2023, and focused on the topics of holistic education, learning evaluation, and performance assessment. Exclusion criteria include articles that are not published in journals, that are published outside the 2018 - 2023 period, or that discuss holistic education topics without including learning evaluations or performance assessments.

The SLR method is used in this research to review the implementation of holistic evaluation by answering several key questions, namely: 1) How is the population studied? 2) What interventions were carried out? 3) What comparison is being tested? 4) What are the results or findings of the research? 5) What is the context of this research? This research examines and discusses six selected journal articles based on predetermined stages with objectivity, with the aim of finding answers to the five questions above and providing recommendations regarding the implementation of the holistic evaluation that has been carried out.

RESULTS AND DISCUSSION

Holistic education is an educational philosophy that comes from the understanding that basically individuals can find identity, meaning and purpose in life through interactions with society, the natural environment and spiritual values. According to Miller, holistic education is education that develops all students' potential in a balanced and integrated manner, including intellectual, emotional, physical, social, aesthetic and spiritual potential. The aim is to help students develop their potential in a democratic and humanistic learning atmosphere, through the experience of interacting with their environment. Through holistic education, it is hoped that students can be themselves, have psychological freedom, make wise decisions, and learn according to their personal characteristics. The main principles in implementing holistic education are connectedness, openness and balance. Holistic education consists of three interrelated dimensions: content dimension, incentive dimension, and interaction dimension.

Holistic assessment in an educational context refers to an evaluation approach that takes into account various aspects of student development, including cognitive, affective and psychomotor aspects. The aim of holistic assessment is to provide a more comprehensive understanding of student progress, which is not only limited to academic results alone, but also involves their social, emotional and physical development. When holistic assessment is implemented in learning activities in elementary schools, this can create a more interesting and in-depth learning experience for students. The following are several key points related to the implementation of holistic assessment in fun learning activities in elementary schools according to Eisner, E. W. (2002):

1. Align Assessment with Learning Objectives:

It is important to ensure that holistic assessments are aligned with the learning objectives to be achieved. Assessments should reflect important aspects of a child's development across the cognitive, affective, and psychomotor spectrum, and include knowledge, skills, and attitudes.

2. Provide various forms of assessment:

Holistic assessments can take a variety of forms, including written exams, projects, presentations, teacher observations, student reflections, or portfolios. By adopting various forms of assessment, teachers can better assess various aspects of student development.

3. Involving Students in the Assessment Process:

Students should be involved in their own assessment process. This could include creating a portfolio, filling out a reflective journal, or even selecting projects that interest them. Involving students in their own assessments can motivate them

to actively participate in learning.

4. Use Rubrics:

The use of clear rubrics or grading guidelines helps students understand what is expected of them and allows teachers to provide more constructive feedback.

5. Evaluation of Social Attitudes and Abilities:

Implementing holistic assessment in enjoyable learning in elementary schools will help create a more inclusive learning environment, stimulate various types of intelligence, and help students develop broader skills and attitudes. Additionally, it can also help teachers understand their students better and design more relevant and meaningful learning experiences. A holistic assessment should also include an assessment of attitudes, such as cooperation, leadership, ethics and social responsibility. This reflects the importance of developing non-academic qualities that are as important as academic qualities.

The results of the literature study show the following: First, research discussing the implementation of authentic assessment in productive subjects at SMK Negeri 10 Padang found that authentic assessment had been carried out in accordance with the independent curriculum, using a holistic assessment approach. This authentic assessment is used as an effective assessment tool because it includes three competencies, namely attitudes, knowledge and skills. The school provides support to productive subject teachers to train in the implementation of authentic assessment, and student achievement in these three competencies, especially in skills assessment, shows significant improvement.

Second, even though schools have implemented the concept of holistic learning, in practice there are still discrepancies. Holistic assessment has not been fully implemented because teaching staff do not understand it. As a result, learning tends to focus on the cognitive domain only. Teachers face several obstacles in implementing holistic assessments, such as limited learning time, large numbers of students, complicated assessment formats, and teachers' lack of understanding about implementing authentic assessments so that learning cannot yet be said to be meaningful and enjoyable for students.

Furthermore, based on a series of research and development literature studies as well as the results of needs analysis, the situation at SDN Mulyorejo Tirto Pekalongan shows several aspects that need to be improved. Teachers tend to carry out assessments based on guidelines from teacher books and student books without developing performance and learning assessments. They also face difficulties in creating performance assessment instruments that are in accordance with the integrated Merdeka curriculum. In addition, assessments in teacher books do not specifically measure certain skills, especially performance assessments. Learning activities are still centered in the classroom and do not utilize the surrounding environment as a learning resource so that learning is not yet fun and meaningful for students.

Based on the results of the analysis, the potential for developing student performance assessment can be a solution to the problems faced. The development of student performance assessments is intended to improve student performance skills. Therefore, teachers can develop authentic assessments that are feasible and meet certain criteria according to the assessment of responses from students, teachers and two expert validators. Performance assessment is applied to learning in

schools that have implemented the Independent Curriculum. The learning process in the Merdeka curriculum uses a scientific approach which consists of seeing, asking, trying, reasoning and communicating. The development of student performance assessment instruments is based on the advantages of performance assessment. Performance assessment can be used as an alternative to tests which have been widely used to measure student learning success in school. Therefore, the use of performance assessment is important in the learning process because it can provide more information about students' abilities. In a process or product, it's not just about getting information about the right or wrong answer. Students are more capable of theorizing, but less skilled at carrying out that theory. This is in line with Stiggins' (2005) statement which states that there are several reasons why performance assessment needs to be carried out: 1) To give teachers more opportunities to fully recognize students' skills because, in reality, not all students are less successful in objective tests or essays. can be automatically declared as unskilled or uncreative.

The principles that teachers must pay attention to in carrying out assessments and enjoyable learning, namely: (1) Principle of continuity (continuity), (2) Principle (comprehensiveness), (3) principle (principle of objectivity), (4) validity (validity) and reliability (reliability), (5) criteria measurement principles, (6) usability principles. Based on the differences obtained, there is a need for development in assessment as an instrument for assessing learning performance in order to create enjoyable learning. The instrument developed meets the requirements as a good evaluation tool, so it is suitable to be used as an assessment instrument, so it is good and suitable to be used as an assessment instrument to assess student performance in meaningful and enjoyable practice and learning.

CONCLUSION

Basically, the education curriculum has integrated elements of holistic education, because the principles, guidelines and steps for curriculum development are in line with the principles, goals and philosophy of holistic education. However, in practice, holistic education has not been fully realized in the learning process. Many teachers face several obstacles that need to be overcome. Therefore, development is needed in the field of assessment to create fun and meaningful learning.

Performance assessments provide teachers with greater opportunities to fully understand students' overall skills. The performance assessment approach also gives teachers the opportunity to assess more objectively in line with students' ability to carry out tasks or performance in a meaningful and enjoyable learning context. This is in accordance with the assessment requirements set out in the independent curriculum. Thus, student performance assessment is not just an evaluation of learning outcomes, but also a tool to train and develop student skills in the learning process to create fun and meaningful learning for students.

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