

# An Evaluation Model of Problem-Based Learner Assessment in Curriculum 2013

**Yunita Rizky Wijayanti**

Sanata Dharma University

e-mail: yunitarw@gmail.com

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## ABSTRACT

Curriculum 2013 has just been implemented at schools in Indonesia, and its implementation has brought pros and cons among academicians. One of the major constructive criticisms related to the implementation of curriculum 2013 deals with the application of the creation. Bloom claims that creating places the top level among the thinking skills (Pohl, 2000). Furthermore, Dyers (2011) states that the main goal of each learning process is to improve the learners' creativity. This paper focuses on the evaluation of learner assessment; hence, it aims to propose an alternative model of learner assessment based on curriculum 2013 by focusing on the concept of scientific approach especially on creation and also the concept of positivism. Moreover, the result of Forum Group Discussion (FGD) shows positive feedback. The findings obtained from FGD generally show more positive feedback than the negative one. In brief, it can be concluded that the model has been better because it provides creation, clear description, and it may encourage building positive characters of the learners.

**Keywords:** *creation, evaluation model, learner assessment, positivism, problem based, scientific approach*

## INTRODUCTION

Learner assessment in curriculum 2013 implements the concept of authentic assessment. In fact, the implementation of the assessment brings pros and cons which has been the hot issues nowadays. Curriculum 2013 certainly has the great goals which may shape learners' characters being the ones who have strong belief in God, who have great moral values, who are confident, who are responsible in interacting effectively to their social and natural environment (*Modul Guru Kelas SD*, 2014). However, the assessment is believed has not really implemented the scientific approach which is used to build the learners' creativity since it does not provide opportunity to express their ideas

freely. Moreover, the assessment may lead the problems as it assesses the learners' weaknesses or their low achievement. It may bring negative impacts to the psychology of the learners. Therefore, this study is aimed to propose the alternative model to improve the learner assessment in curriculum 2013 by implementing the concept of creation in the scientific approach and the concept of positivism to reduce the negative assessment to the learners.

## Problem-Based Learning

Problem-Based Learning (PBL) is an educational approach whereby the problem is the starting point of the learning process. (Graaf & Kolmos, 2003). Problem-Based

Learning (PBL) is an instructional (and curricular) learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem (Sarvery, 2006). According to Barrows (2000) and Torp and Sage (2002), PBL is focused, experiential learning organized around the investigation, explanation, and resolution of meaningful problems (Silver, 2004).

In this study, the problem of the research is what best model may be proposed to improve the quality of learner assessment in curriculum 2013. The more particular problems found are related to the missing aspect of creativity which belongs to the scientific approach, the concept of positivism which is considered important to build learners' characters, yet it has not been implemented in the learner assessment in curriculum 2013, and the last problem is how to improve the efficiency in implementing the learner assessment.

### **Evaluation**

Thorpe (1988) defines evaluation as "the collection, analysis and interpretation of information about any aspect of a program of education or training, as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have". Tyler (1950) illustrates evaluation as "the process of determining the degree to which goals of a programme have been achieved". He sees evaluation as a measure of the success of the outcome of a programme. Evaluation in TESOL settings is a process of collecting, analyzing, and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational program (Rea-Dickins & Germaine 1993; Genesee & Upshur 1996; O'Malley & Valdez-Pierce 1996) (Carter & Nunan, 2001, p 144). Knox (2002) claims that evaluation is valuing. Evaluation

procedures aim to make the valuing process explicit to enable stake-holders to make valid judgments and relate them to educational decisions.

Dealing with the term of evaluation, this study investigates of how the model is valued. In other words, it is aimed to describe how well the model contributes to reach the goals of curriculum 2013. In brief, the study is conducted to illustrate the effectiveness and the efficiency of the model.

### **Authentic Assessment in Curriculum 2013**

The authentic assessment means the significantly meaningful measurement of the learners' learning achievement in their attitude, skill, and knowledge. Authentic refers to original, concrete, valid, and reliable. The process of authentic assessment based on curriculum 2013 should support creation such as assessing using portfolio, containing questions which do not have the single correct answer, still giving scores to the uncommon answers, assessing the process not only the result, and conducting spontaneous assessment (*Modul Guru Kelas SD*, 2014). In other words, it is expected that the learners may have space to express their answers freely.

The techniques which are applied in authentic assessment consist of three types. The first technique is direct measurement of the learners' skill related to the long period goal of education such as the success in the working place. Another technique is the assessment of the assignments which require wide involvement and complex works. The last technique is the analysis of the process used to derive the learners' response of their attitude, skill, and knowledge. The authentic assessment may be used to decide the best ways to lead the learners achieving their final goal to which each learner may demand different period of time to achieve. The integrated skill, knowledge, and

attitude may be achieved by accomplishing the assignments given which require the learners' active and creative participation. It is completely important to involve the learners in accomplishing the authentic assignments given to shape their character development. The authentic assessment encourages learners to construct, organize, analyze, synthesize, clarify, and evaluate information to transform it into their new knowledge. (*Modul Guru Kelas SD*, 2014)

The authentic assessment of the model uses the same aspects of attitude, skill, and knowledge which are used in the learner assessment in curriculum 2013. For the aspect of attitudes, it has nine aspects assessed: respect, care, honest, discipline, confidence, responsible, team work, peace, and communicative. For the aspect of knowledge, it assesses the aspects of communicative purpose, the structure of the text, lexicon, and semantics. For the aspect of writing skill, it assesses work originality, title, the structure of the text, lexical resource, semantics, spelling, and neatness. Lastly, for the aspect of the speaking skill, it assesses learners' pronunciation, intonation, fluency, and accuracy. However, the model tries to propose the format of assessment using the concept of creation in the scientific approach and the concept of positivism.

### **Creation in the Scientific Approach in Curriculum 2013**

Curriculum 2013 applies scientific approach which aims to improve the learners' skill, attitude, and knowledge. The attitude are implemented and assessed through the activities in class as well as in their daily life like how well they receive the lesson, do the tasks enthusiastically, and respect their friends, teachers, and other people. The knowledge is implemented and assessed through the activities such as "remembering the material of the lesson, understanding the material, and applying what is understood, analyzing, evaluating,

and creating." The skills are implemented and assessed through activities like observing, questioning, implementing, associating, and communicating (Kementrian Pendidikan dan Kebudayaan, 2013c).

Creation takes an important role in education as it is the highest level of the phases to reach the goals of curriculum 2013. It demands the space which stimulates the learners to implement and to transform what they have learned freely to express their creativity. Hence, the learning process of the scientific approach encourages creativity (Saddhono, 2013).

The Revised Bloom's Taxonomy (RBT) provides the measurement tool for thinking. The phases of the Revised Bloom's Taxonomy (RBT) include remembering → understanding → applying → analyzing → evaluating → creating. The main focus of Bloom's Taxonomy is to improve student learning and thinking. Creating is the highest level among the thinking skills (Pohl, 2000).

Dyers' point of view to support learners' creativity in learning is in line with Bloom's. Dyers reviews that two thirds of one's creative ability is obtained through education, while the rest (one third) of it is related to his gene. Hence, Dyers claims that each learning process using scientific approach focuses to improve the learners' creativity. Those phases involve observing → questioning → experimenting → associating → communicating (Dyers, 2011).

Hence, this study is conducted to propose a model which is designed to provide space for learners to express freely what they know and what they have done related to attitude, skill, and knowledge. The model may encourage the learners to be as creative as they can, and the teachers are expected to direct them to explore their creativity in positives ways and also to make improvement.

## Positivism

The model applies the concept positivism initiated by Aguste Comte. Positivism appreciates the progress of the process not the final results. It also focuses to positive sides of the learning process. In other words, it provides more appreciation on their process not their results. Positivisms means it does not focus on what learners cannot do, but it focuses on what learners have achieved. Bevir (2010) states the last target of logical positivism is to make an improvement of „a constitutive system“ by substituting the term of „low level“ to the more neutral language which refers to directly to their experience to reach more neutral language to avoid the arising problems (p. 5).

In addition, using the format of the model it is expected to reduce the teachers“ burden dealing with memorizing the very detail progress of each student which may bring them to put personal judgments which may tend to be negative to learners. It is believed that in assessing the learners, it will be more effective and efficient if the assessment applies positivism since it is not necessary to judge or score the learners“ weaknesses, yet the teachers may lead and support those learners to make better progress in the future. Furthermore, it may shape the learners“ mindset to always focus on the progress they have achieved and then evaluate it not on what they have not been able to achieve yet. Comte (1971) as cited in Wibisono“s *Arti Perkembangan Menurut Filsafat Positivisme* Aguste Comte (1982) defines characteristics of positivism as follows:

... that all characteristics of Positivism are summed up in its motto „Order and Progress“, a motto which has a philosophical as well as political bearing, and which I shall always feel glad to have put forward. Positivism is the only school which has given a definite significance to these two

conceptions, whether regarded from their scientific or their social aspect” (p. 57)

Accordingly, the study is proposed a model which reduces or dismisses the negative labeling to the learners. In other words, this model eliminates the low scores given to the learners, yet it uses the more neutral language instead to prevent the existing problems. Moreover, it also has belief to direct the learners to apply the concept of positivism as their habit which is applied in their daily life to build the more positive characters.

## METHODOLOGY

This study aims to propose the model as the improvement of the learner assessment in curriculum 2013. Borg, Gall, & Gall (2007) claim that educational Research and Development (R n D) may improve education in that it involves a close connection between systematic program evaluation and program development. Accordingly, it used Research and Development (R n D) method to provide the description of the alternative model which implements the concept of creation in the scientific approach and the concept of positivism. This study used questionnaire and Focus Group Discussion (FGD) to collect the data, verbal and numerical data. In order to achieve the goals of this study, a series of procedures were taken to conduct the pilot study: conducting need analysis, formulating the goal, conducting a library study, determining the materials and designing the first model, consulting the first model in FGD, analyzing the result of FGD, re-designing a better model based on questionnaire, general feedback from FGD and the concepts. By implementing those steps, it is expected that the result of this study may contribute to bring more benefits and improvement to reach the highest learning level of the students and to reduce

the teacher's burden in implementing the learner assessment.

Conducting need analysis is considered necessary in order to collect data about the existing problem related to the implementation of learner assessment in curriculum 2013 gained from the discussion with lecturer and teachers and also collected from other sources such as journals, articles, and books. Next, the finding problems were used to formulate the goal of this study which aims to discover the conceptual and pre-iconic model of problem-based learner assessment in curriculum 2013. After that, for gaining the best conceptual model, it was certainly important to deal with as many literature studies as possible such as reading more related journals, articles, and books. Before creating the best conceptual model, designing the pre-iconic model which was the prototype of the problem-based learner assessment was conducted. The next step was consulting the first model to the experts who were the lecturer and the English teachers of Junior and Senior High Schools attending in FGD. Finally, revising the model was taken based on the feedback gained from FGD.

The data was obtained from the discussion in the event namely *Colloquium Series on Current Events in English Language*

*Studies* (COSCE-ELS) held on Friday, October 10, 2014 at Sanata Dharma University. The participants of Focus Group Discussion (FGD) consisted of six English teachers of high schools in Yogyakarta and twelve students of the Graduate Program of English Studies, Sanata Dharma University. The participants of FGD discussed the alternative model of learner assessment using the aspect of creation of the scientific approach and using the concept of positivism, and they also compared it with the learner assessment used in curriculum 2013. This study used questionnaire which consists of six closed-ended questions to get the quantitative data and two open-ended questions as the instrument to collect the data to get the qualitative data.

## RESULT AND DISCUSSION

The following table (table 1) shows the result of six closed-ended statements of the questionnaire distributed in the Focus Group Discussion (FGD), and it is discussed in more detail explanation supported by the reasons of the respondents stating their opinion during the discussion in FGD. This part also provides the summary of two open-ended questions of the questionnaire gained from FGD.

| No | Statement                                                                                                                                                                                | Strongly Agree | Agree | Disagree | Strongly Disagree |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| 1  | The implementation of the model is more efficient inasmuch as the teachers take role as facilitators and as the ones who give feedback not as the ones who directly assess the learners. | 28%            | 44%   | 17%      | 0%                |
| 2  | The format of the model may provide creation to the learners.                                                                                                                            | 17%            | 66%   | 17%      | 0%                |
| 3  | The format of the model may provide clearer description of the learners' understanding of the attitude, skills, and knowledge aspects which are assessed.                                | 17%            | 72%   | 11%      | 0%                |
| 4  | The format of the model may provide the                                                                                                                                                  | 11%            | 83%   | 6%       | 0%                |

|   |                                                                                                                        |     |     |     |    |
|---|------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|----|
|   | description of the authentic daily life implementation of the learners' attitude.                                      |     |     |     |    |
| 5 | The implementation of the model may provide more appreciation to the progress not to the final result of the learners. | 17% | 66% | 11% | 0% |
| 6 | The model may provide better format and implementation than the learner assessment in curriculum 2013.                 | 6%  | 56% | 17% | 0% |

**Table 1. The data gained from the closed-ended of the FGD questionnaire**

From the first statement of the table, it shows that the highest percentage, 44% of the participants of FGD agreed that it is efficient to implement the model of the learner assessment since practically the teachers do not function as the ones who assess by completing the narrative learner assessment in detail for each student, yet the teachers mainly controls how the learners do the assessment. Furthermore, 28% of them put highly appreciation to the efficiency of the model.

From the table, the result of the respondents' opinion of the second statement illustrates that most of the participants, 66% of them agreed that the model supports creation to the learners. Moreover, 17% of them strongly believed that the model may stimulate learners' creativity in doing the assessment because it applies narrative description to assess and it will not limit their learners' opportunity to express their answers in the assessment.

From the third statement of the table, it can be derived the description that the model certainly believed that it can used as an instrument to monitor the students' understanding of the aspects assessed in attitude, skills, and knowledge by analyzing the learners' ideas in completing the form of assessment. Most of them agreed (72%) about it, and 17% of them stated that they strongly believed in the model may function as the instrument to check the learners' understanding of the aspects assessed.

Dealing with the respondents' opinion on the role of the model in reflecting the learners' attitude in their daily life, it shows that 83% of them agreed that the model may function as the instrument which describes the learners' implementation of daily life activities related to the aspects assessed. In addition, 11% of them strongly agreed about it because the assessment functions as their reflection of what they did related to the aspects assessed.

The table also gives information that 66% of them agreed that the model implements the concept of positivism which means appreciates to the progress of the learners not to the final result. Besides, 17% of them put higher belief that the implementation of the model really supports the learners to build more positive characters since it reduces or even tries to eliminate the negative judgment, yet it provides more neutral language which may prevent the arising problems or effects to the learners.

The last statement of the table provides such conclusion which states that the model may improve the learner assessment in curriculum 2013 as 56% of them agreed about it, and 6% of them even strongly believe that the model really promotes creation and applies the concept of positivism which may bring more benefits to both learners and teachers.

In the open-ended questions of the questionnaire, some participants of FGD gave more detail description of the model and some suggestions related to the

implementation of the model. A respondent stated that it will be better if the model is completed with the samples of how to fill in the form of the assessment so that the learners may not get confused with it. Another respondent suggested that the implementation of the assessment of the attitude may be conducted partially related to the materials discussed at that time. For example, when the materials discussed about greetings, the learners may fill in the aspects of assessment on the implementation of respect, care, and communicative. In other words, it is not necessary to complete the whole aspects assessed all at once, yet the implementation of the assessment may adjust the aspects assessed to the materials conducted at that moment. A respondent said that it is good to have learner assessment as the model since it may monitor the learners' progress in more detail, yet another respondent mentioned that it may take time to complete the form using narrative model.

Finally, the model is considered contributing such a better learner assessment since it not only transforms the concept of assessment based on positivism belief but also accommodates students' creativity to share their ideas related to the. It is selected because it tries to appreciate more to the learners' progress. Therefore, the model would like to put teachers' role as controllers who direct the learners when they are on the wrong direction. Besides, teachers play role as the ones who give feedback of the learners' assessment not as the ones who directly assess the learners' knowledge, skill, and attitude.

## CONCLUSION

By focusing on the concept of scientific approach especially creation and also the concept of positivism, the model of learner assessment has been a better instrument to assess the learners' knowledge, skill, and attitude inasmuch as it provides more

spaces to the positive aspect that is appreciation not negative label attached to the learners of what they have achieved. Furthermore, the result of FGD shows the positive feedback on the model. The findings obtained from FGD show that 1) it is more efficient to implement the model to assess learners, 2) assessing learners using the model may accommodate learners' creativity, 3) it may provide better description of the learners' understanding related to the aspects which are assessed, 4) it truly applies daily life implementation of the learners, 5) it appreciates more of what the learners have achieved, and 6) the model may complete the ones applied in curriculum 2013 to achieve the goals of the implementation of curriculum 2013.

From the open-ended questions of the questionnaire, it can be concluded that 1) the model should be completed with the samples of how to fill in the form the avoid the learners' confusion, 2) the assessment of the attitude aspects may be conducted partially adjusted to the materials discussed, 3) the model gains good and bad feedback related to the narrative model applied in the assessment, 4) the model may function as good monitor of the students' progress in more detail.

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## APPENDIX 1: A MODEL OF LEARNER ASSESSMENT

1. TABEL PENILAIAN DARI ASPEK SIKAP ASPEK SIKAP:
  - A. PENILAIAN DIRI
  - B. PENILAIAN TEMAN SEJAWAT
2. TABEL PENILAIAN DIRI ASPEK PENGETAHUAN DAN KETERAMPILAN
3. TABEL PENILAIAN SEJAWAT ASPEK PENGETAHUAN ATAU KETERAMPILAN (JIKA DIPERLUKAN/SITUATIONAL)

### 1.A. TABEL PENILAIAN DIRI DARI ASPEK SIKAP

Nama:

NIS:

| No | Aspek yang dinilai              | Sikap/Tindakan             | Teacher's comment |
|----|---------------------------------|----------------------------|-------------------|
| 1  | Santun (respect)                | 1.<br>2.<br>3.<br>4.<br>5. |                   |
| 2  | Peduli (care)                   | 1.<br>2.<br>3.<br>4.<br>5. |                   |
| 3  | Jujur (honest)                  | 1.<br>2.<br>3.<br>4.<br>5. |                   |
| 4  | Disiplin (discipline)           | 1.<br>2.<br>3.<br>4.<br>5. |                   |
| 5  | Percaya diri (confidence)       | 1.<br>2.<br>3.<br>4.<br>5. |                   |
| 6  | Bertanggung jawab (responsible) | 1.<br>2.<br>3.<br>4.<br>5. |                   |

|   |                                    |                            |  |
|---|------------------------------------|----------------------------|--|
|   |                                    |                            |  |
| 7 | Kerja sama (team work)             | 1.<br>2.<br>3.<br>4.<br>5. |  |
| 8 | Cinta damai (peace)                | 1.<br>2.<br>3.<br>4.<br>5. |  |
| 9 | Berkomunikasi baik (communicative) | 1.<br>2.<br>3.<br>4.<br>5. |  |

### 1.B. TABEL PENILAIAN TEMAN SEJAWAT DARI ASPEK SIKAP

Nama:

NIS:

| No | Aspek yang dinilai    | Sikap/Tindakan             | Teacher's comment |
|----|-----------------------|----------------------------|-------------------|
| 1  | Santun (respect)      | 1.<br>2.<br>3.<br>4.<br>5. |                   |
| 2  | Peduli (care)         | 1.<br>2.<br>3.<br>4.<br>5. |                   |
| 3  | Jujur (honest)        | 1.<br>2.<br>3.<br>4.<br>5. |                   |
| 4  | Disiplin (discipline) | 1.<br>2.<br>3.<br>4.<br>5. |                   |

|   |                                       |                            |  |
|---|---------------------------------------|----------------------------|--|
| 5 | Percaya diri<br>(confidence)          | 1.<br>2.<br>3.<br>4.<br>5. |  |
| 6 | Bertanggung jawab<br>(responsible)    | 1.<br>2.<br>3.<br>4.<br>5. |  |
| 7 | Kerja sama (team<br>work)             | 1.<br>2.<br>3.<br>4.<br>5. |  |
| 8 | Cinta damai (peace)                   | 1.<br>2.<br>3.<br>4.<br>5. |  |
| 9 | Berkomunikasi baik<br>(communicative) | 1.<br>2.<br>3.<br>4.<br>5. |  |

Penilai

Nama :

NIS :

## **APPENDIX 2: TABEL PENILAIAN DIRI DARI ASPEK PENGETAHUAN DAN KETERAMPILAN**

Materi : (e.g. CAN YOU PLAY THE GUITAR?)

Nama:

NIS:

- a. Seberapa baik pemahaman Anda terhadap materi (e.g., „I CAN PLAY GUITAR“)?
- b. Seberapa baik keterampilan Anda dalam listening, reading, writing dan speaking terhadap materi (e.g., „I CAN PLAY GUITAR“)?

| No | Student's comment | Teacher's comment |
|----|-------------------|-------------------|
| a  |                   |                   |
| b  |                   |                   |

## **3. PENILAIAN SEJAWAT PADA ASPEK KETERAMPILAN UNTUK KEMAMPUAN MENULIS**

Nama/ kelompok:

NIS:

| No | Aspek yang dinilai          | Student's comment | Teacher's comment |
|----|-----------------------------|-------------------|-------------------|
| 1  | Original penulisan          |                   |                   |
| 2  | Kesesuaian isi dengan judul |                   |                   |
| 3  | Keruntutan text             |                   |                   |
| 4  | Pilihan kosakata            |                   |                   |
| 5  | Pilihan tata bahasa         |                   |                   |
| 6  | Penulisan kosakata          |                   |                   |
| 7  | Kerapihan tulisan           |                   |                   |

**APPENDIX 3: QUESTIONNAIRE**

Beri tanda centang (✓) pada kolom kiri berdasarkan pendapat Anda terhadap pernyataan berikut ini.

Keterangan:

- 1 : Sangat Tidak Setuju
- 2 : Tidak Setuju
- 3 : Setuju
- 4 : Sangat Setuju

| No | Pernyataan                                                                                                                                         | Setuju ↔ Tidak setuju |   |   |   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---|---|---|
|    |                                                                                                                                                    | 4                     | 3 | 2 | 1 |
| 1  | Penerapan penilaian pada model lebih efisien karena fungsi guru tidak menilai akan tetapi lebih berperan sebagai fasilitator and pemberi feedback. |                       |   |   |   |
| 2  | Sistem penilaian pada model lebih memberi ruang kreativitas pada siswa.                                                                            |                       |   |   |   |
| 3  | Sistem penilaian pada model lebih memberikan gambaran pemahaman siswa terhadap aspek sikap yang dinilai.                                           |                       |   |   |   |
| 4  | Sistem penilaian pada model lebih memberikan gambaran penerapan sikap siswa terhadap aspek sikap yang dinilai dalam kehidupan nyata sehari-hari.   |                       |   |   |   |
| 5  | Sistem penilaian pada model lebih memberikan apresiasi pada perkembangan siswa bukan pada hasil akhir.                                             |                       |   |   |   |
| 6  | Penilaian siswa pada model lebih baik daripada penilaian siswa pada kurikulum 2013.                                                                |                       |   |   |   |

1. Bagaimana pendapat anda tentang alternative model yang kami ajukan?

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2. Menurut anda apa kelemahan dan kelebihan alternative model yang kami ajukan?

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