Developing a Module of Training Application for Assessing Curriculum 2013

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Abstract

This study started from the preliminary study that teachers have difficulty in filling out report cards based on appraisal of curriculum 2013; each teacher has different speeds and abilities in understanding the use of the curriculum 2013 assessment application; some teachers still have difficulties understanding the guidelines on applying the curriculum 2013 appraisal even after previous training; most teachers at SD Negeri 62 and SD Negeri 49 Palembang are senior teachers who have had decades of teaching experience and during that time they have difficulty relinquishing habits using traditional paper-based judgments; and the need for instruments that help and facilitate teachers in understanding how to conduct assessments on curriculum 2013. The purpose of this study was to develop a module that will be used in training which valid, practical and effective. This research was research and development by using ADDIE model. Sampling technique in this research used Nonprobability sampling technique that is saturated sample or total sampling. Thus, the sample in this study were all teachers in SD Negeri 49 and SD Negeri 62 Palembang which consist of 20 persons. The total are 40 persons as sample trials to see the impact of the use of this module on teacher skills in applying the assessment application of curriculum 2013. The results in this study concluded that this module successfully developed and declared valid, practical and effective.

Keywords: *Module; Training; Application; Assessing Curriculum 2013*

Introduction

Starting Starting from the academic year 2013/2014, the Government enacted the Curriculum 2013 which is a refinement of the curriculum 2006 (School Based Curriculum). Implications of applying the curriculum 2013 to the assessment is the traditional assessment used by teachers in the curriculum 2006 should be turned into an authentic assessment based on the demands of the curriculum 2013. Authentic is an assessment that focuses on what real students are learning. Authentic assessment is developed based on instructional design, competencies and indicators.

Authentic assessment of the curriculum 2013 is a knowledge-centered assessment through the assessment of outputs to capacity-based through full, comprehensive assessment of the process, portfolio and output assessment. Authentic assessment is appropriate to assess students' ability, especially in the

skill aspect, but not all teachers understand how authentic assessment is performed. Assessment of student learning outcomes in the curriculum 2013 also uses different computer-based applications with earlier paper-based assessments, and some teachers have difficulty in applying the Curriculum assessment app of 2013.

SD Negeri 62 Palembang which is located at Jalan Sersan KKO Badaruddin 2 Ilir Palembang is the newly enacted primary school implementation of curriculum 2013 in the academic year 2017/2018. Based on the results of preliminary interviews conducted on January 25, 2018 with some teachers of Primary School 62 Palembang, researchers got information that teachers SD Negeri 62 Palembang have difficulty in filling report cards based on the application of curriculum 2013 and in applying an authentic assessment of curriculum 2013, so the teachers admitted that they are still having difficulties understanding the curriculum 2013. For additional information, the researchers found that 12 people from 20 teachers of SD Negeri 62 Palembang were over 50 years old, 6 of them have entered the age of 60 years. This shows that more than 50% of teachers in SD Negeri 62 and SD Negeri 49 Palembang are senior teachers who have had decades of teaching experience and during that time they have difficulty relinquishing habits using traditional paper-based assessment. This age factor also results in each teacher having different speeds and abilities in understanding the use of the curriculum 2013 application.

The researchers also conducted an interview with teachers of SD Negeri 49 Palembang which is located at Jalan Brada Burhanudin, 2 Ilir Palembang on January 26, 2018. SD Negeri 49 Palembang is also one of the new primary school which enacted the implementation of curriculum 2013 in 2017/2018. SD Negeri 49 Palembang has 12 study groups; each class from grade 1 to grade 6 has 2 study groups, with a total of 20 teachers. Difficulties are much complained by the teachers at SD Negeri 49 Palembang is about the understanding of Core Competence and Basic Competence. Teachers have difficulties in how to teach, assess and fill in report cards based on the application of the curriculum 2013. For authentic assessment, the teachers only understand but to apply them and adjust to the demands of the curriculum 2013 is still confusing. In carrying out authentic assessments, teachers need a lot of time and effort to create assessment instruments. The senior teachers are still assessing students even in the middle and at the end of the semester, whereas the authentic assessment is an ideal performance assessment ideally given by the teacher at each face-to-face meeting in class.

The teachers of SD Negeri 49 Palembang also experienced difficulties in processing the score into a final report. In the end the teachers' experience, especially for class IV, V and VI when they have to deposit the score to the homeroom because the work that should be done within one semester must be completed within one day or one week. Although they have received training, but teachers feel the material is still abstract. Some teachers still have difficulties on understanding the guidelines on applying the curriculum 2013 even though they have already attended previous training.

In order for all teachers understand the assessment of the Curriculum 2013 and how to use the Curriculum 2013 assessment application, the guidance module is needed in the form of Curriculum Application Training Module 2013. Module is a set of teaching materials that are presented systematically so that users can learn with or without a facilitator. In this case, the module as a teaching material should be able to explain the use of appraisal application Curriculum 2013 well and easily understood for teachers independently, with or without the help of facilitators.

Module Development

The module is basically and systematically organized with language that is easily understood by learners according to their level of knowledge and age, so that they can learn independently (Prastowo, 2015). Thus, a module should be used as a teaching material as a substitute for teachers' function. If the teacher has a function to explain something then the module should be able to explain something with a language that is acceptable to learners according to the level of knowledge and age. Modules can be

developed in various ways including a) adaptation, the learning material developed on the basis of books on the market; b) compilation, the learning material developed on the basis of books on the market, scientific journal articles and pre-existing modules; c) writing by yourself, the most ideal module development. For teachers, lecturers or widiaiswara write their own modules used in learning is to prove himself as a professional. Modules can be arranged in the following structure (a) module title, this section contains the module name; (c) general instructions, this section contains an explanation of the steps to be taken in the learning process, including (1) basic competence, (2) subjects, (3) indicators of achievement, (4) references, (5) learning strategy, (6) sheet learning activities, (7) instructions for readers to understand the steps and learning materials, (8) evaluation; (b) module material, This section provides a detailed explanation of the material presented at each meeting; (c) evaluation, aims to measure competence according to the given material (Prastowo, 2015); (Indonesian Ministry of National Education); (Directorate General of Quality Improvement of Educators and Education Personnel of the Ministry of National Education, 2008).

Training

Training is defined as an attempt to improve the performance of employees in their present work or in other jobs that will be held soon. Training is a short-term educational process using systematic and organized procedures, in which non-managerial personnel learn knowledge and technical skills for a particular purpose (Directorate General of Quality Improvement of Educators and Education Personnel of the Ministry of National Education, 2008).

Assessment of Curriculum 2013

According to Sudjana (2006) assessment is an action or activity to see the extent to which instructional objectives have been achieved or mastered by students in the form of the learning outcomes they show after their learning experience. Furthermore, according to Sudjana (2006), judging from its function, the type of assessment there are several kinds, namely: a) Formative assessment, is the assessment conducted at the end of the teaching and learning program to see the level of success of the learning process itself; b) Summative appraisal, is an assessment conducted at the end of the program unit, ie quarterly, the end of the semester and the end of the year; c) Diagnostic assessment, is an assessment aimed at looking at the student's weaknesses and causal factors; d) Selective appraisal, is an assessment that aims for selection purposes, such as the entrance exam into a particular educational institution; e) Placement assessment is an assessment aimed at identifying the required prerequisite skills for a learning and learning program as pre-programmed prior to starting the learning activities for the program.

Characteristics of good judgment according to Ormrod (2008) must satisfy the following four characteristics: a) Reliability, meaning that the assessment provides consistent information about the knowledge, skill, or characteristic being measured; b) Standardization, meaning that the assessment includes the same content and format and is executed and scored equally for each person; c) Validity, means an instrument of measuring what it seeks to measure and enables us to draw precise conclusions about the characteristics or abilities in question; d) Practicality, meaning that the valuation instrument is inexpensive and relatively easy to implement and does not take much time to execute or scorch.

1) Assessment of Student Learning in Curriculum 2013

The purpose of education is classified into three categories, namely the skills of thinking, behavior (behavior), and physical skills that represent the three domains (domain) education is the cognitive (cognitive), affective (psychological) and psychomotor (psychomotor). In the curriculum 2013, the goal of education is realized with the mastery of students' competence in attitude, knowledge and skills aspects (Endrayanto et al, 2014).

2) Development of Curriculum Valuation Application Module 2013

In this study developed the application module assessment of the curriculum 2013. Application of assessment that will be used in this research is the application of assessment of curriculum 2013 used in SD Negeri 62 Palembang and is the latest application version 2017/2018. The multigrade curriculum assessment application of the 2013 multigrade curriculum is an appraisal application that can be used at all grade levels 1-6 in elementary school because in this application the teacher only needs to change the data only, while other features have been made in such a way with the assessment format already in accordance with the technical guidelines.

Methods

Type of research used in this research is research and development method (Research and Development). According Sugiyono (2016) research and development is a research method used to produce a particular product and test the effectiveness of the product. The development of training module for applying this curriculum 2013 using model development of ADDIE. The validity of the product will be tested for its feasibility in order to achieve the assessment objectives in the curriculum. In this case, to be able to produce training module of applying the curriculum 2013 required need analysis and test the effective of module in order to be used in wide society, hence need of research to test module feasibility through process analyze, design, develop, and evaluate based on the steps of ADDIE model. This research model Mulyatiningsih (2014) as follow.

1) Analysis

Researchers conducted the needs analysis and report cards Curriculum Content Analysis in 2013. This needs analysis conducted to determine whether teachers required use application modules in curriculum assessment report cards curriculum 2013. In 2013, the assessment of each lesson consists of competence of knowledge, skills and attitude.

2) Design

The second stage of the ADDIE model is the design. At this stage, began to design modules that will be developed according to the results of previous analyzes. Furthermore, the design stage is done by determining the necessary elements in the module such as the preparation of module needs maps and module framework. The researcher also collects references that will be used in developing the material in the module. At this stage, the researchers also devised the instruments to be used to assess the modules developed.

3) Development

Development stage is the stage of product realization. Module development is done in accordance with the design. At this stage, the researcher also performs module validity through expert lecturers and from LPMP as well as training instructor. In the validation process, validators use the instruments that have been prepared in the previous stage.

4) Implementation

In the implementation phase, the researchers conducted a module test on a limited sample. Implementation is limited to schools designated as research sites. At this stage, the researchers also conducted questionnaire response to training instructors and trainees which contains points of the statement on the use of modules in the training. This is done to get the data related to the practicality of

using the module. In addition, the trainees were also asked to comment as a second revision reference according to the trainees' responses.

5) Evaluation

At this stage, researchers conduct an evaluation by analyzing the suitability between one stage of development with the next stage of development. Starting from the suitability of needs analysis with module design, module design with development, and development with implementation. Researchers also evaluated the learning process (formative evaluation) and after learning (summative evaluation) Curriculum assessment application usage in 2013.

In this study, the population is all teachers in SD Negeri 49 and SD Negeri 62 Palembang which consists of 20 people from 40 teachers. Sampling technique in this research using non-probability sampling technique that is saturated sample or often called total sampling. Thus, the sample in this study was all teachers in SD Negeri 49 and SD Negeri 62 Palembang which consists of 20 people from 40 teachers.

In this study, the instruments used were the module assessment sheet; observation sheet; and questionnaire response. The module assessment sheet in this study was used to obtain validity data and modules developed through assessment by material experts, media experts and training instructors. The observation sheet referred to an observation sheet of the implementation of learning. This sheet is used to record data obtained from the trainee's input, ongoing learning activities, and input from the instructor after the learning process. Furthermore, the data obtained is used to repair modules developed after being tested in the learning process. Questionnaire responses were given to participants and training instructors at the end of the study after the module was completed. This instrument aimed at determining the responses of participants and training instructors to the modules that have been developed. Questionnaire responses of participants and training instructors were prepared with five alternative answers that strongly disagree (STS), disagree (TS), neutral (N), agree (S), and strongly agree (SS).

Data analysis techniques were done by module validation; module practices; and effectiveness of the module. The module assessment sheet is used to obtain the validity of the developed module data. The validity data is obtained from the assessment by the lecturers of material experts, lecturers of media experts, and teachers who collaborated with the researchers in the lesson. In this study, the module is valid if it meets the classification of the minimum module rating either. Guidelines for Classification of Final Assessment Module can be seen in Table 1.

Table 1. Guide to Classification of Final Assessment of the Module (Putranto & Dhoruri, 2016)

Score Range	Classification
$X > 4,2$	Very good
$3,4 < X \leq 4,2$	Good
$2,6 < X \leq 3,4$	Enough
$1,8 < X \leq 2,6$	Less
$X \leq 1,8$	Very Less

In this study, a response questionnaire was used to obtain practical data on the use of modules. Data were obtained from questionnaire responses for trainees and instructors. In this study, the module is said to be practical if it meets the classification of the minimum module rating either. The classification of module assessment can be seen in Table 2.

Table 2. Guide to Classification of Final Assessment of the Module (Putranto & Dhoruri, 2016)

Score Range	Classification
$X > 4,2$	Very good
$3,4 < X \leq 4,2$	Good
$2,6 < X \leq 3,4$	Enough
$1,8 < X \leq 2,6$	Less
$X \leq 1,8$	Very Less

The test of learning outcomes is used to obtain the score of the effectiveness of the module. The data was obtained by documenting the results of the training results conducted by the trainees (teachers). In this study, the module is said to be effective if the percentage of completeness of classical learning test results of training participants to achieve a good minimal classification. Academic Exercise Assessment Criteria can be seen in Table 3.

Table 3. Evaluation Criteria of Learning Completion (Widoyoko, 2009)

Score Range	Classification
$p > 80$	Very good
$60 < p \leq 80$	good
$40 < p \leq 60$	Enough
$20 < p \leq 40$	Less
$p \leq 20$	Very Less

3 Results and Discussion

Analysis

In the analysis phase the authors analyzed the needs and content analysis in the curriculum report cards 2013. The results of interviews with some teachers of SD Negeri 49 and SD Negeri 62 Palembang researchers found that they face difficulties in applying the Curriculum 2013 so the teachers in SD Negeri 49 and SD Negeri 62 required modules that researchers develop. In the curriculum 2013 report, the assessment of each lesson consists of knowledge competencies, skills, and attitude. The competence of knowledge and skill competency use scale 1 - 4, while attitude competency was very good scale, Good, Self, and Less, converted in A-D predicate.

Design

At this stage the researcher prepares the necessary elements in the module such as the preparation of the module needs map and the module framework, the reference used in developing the material in the module, and the instrument used to assess the module developed.

Development

Module development consists of several activities that must be completed by the trainees, including analysis, reflective thinking, guidance, brainstorming, discussion, group discussion, practice and presentation. Preparation of answer keys, modules for handling instructed training instructors equipped with key answers. Module validation, at this stage, the researchers also perform module validity through experts (Dr. Houtman, M.Pd as expert lecturer and Sari Ethics, S.Pd. from the LPMP and also as a training instructor). To obtain the validity of data and modules developed, a module rating sheet is used. The module is consulted with supervisor and revised lecturers, then the module is validated from material expert, media expert, and training instructor who collaborates in learning with the researchers as a material expert as well as a media expert. The evaluation result of the Module from the validation results can be seen in Table 4.

Table 4. Results of the Module Assessment Rating by Media Experts and Material Experts

Rated aspectt	Assessment		Average of each Aspect	Categoryy
	Media Expert	Master of Materials		
Material in the Module	4,27	4,48	4,38	Very good
Form Modules developed	3,98	4,28	4,13	Good
Motivation on the Module	4,13	4,09	4,11	Good
Language and Legibility Module	4,23	4,37	4,30	Very good
Average Overall	4,15	4,31	4,23	Very good

The results of data analysis from the assessment of material experts and media experts in table 4 indicate that the modules compiled are included in the criteria so well that they are suitable to use in training on the application of assessment Curriculum 2013. Revision module, the revision of the module is based on suggestions and input from the validator at module validation. The module could be accessed on

https://www.researchgate.net/publication/329391637_MODUL_PELATIHAN_APLIKASI_PENILAIAN _KURIKULUM_2013.

Implementation Phase

At the implementation stage, the researchers conducted module test to limited sample. Practical Testing Module, in this study, a response questionnaire was used to obtain practical data on the use of modules. Data were obtained from questionnaire responses for trainees and instructors. The results of questionnaire responses of participants and training instructors can be seen in Table 5.

Table 5. Average Scores of Questionnaire Responses Participants and Training Instructors

No	Rated aspect	Assessment	
		Training Participants	Training Instructor
1	Use of the Module makes it easy for teachers	4,08	4,50
2	Use of the Module stimulates teacher motivation	4,00	4,00
3	The use of the module makes the stages of training conducted by researchers more clearly	4,03	4,50
4	The use of the Module makes the training stage conducted by researchers more regularly	4,15	4,50
5	Module can reduce teacher's anxiety / anxiety	3,80	4,00
6	Material in accordance with the problems / needs of teachers	4,25	4,50
7	Implementation of the training is easier for teachers to understand	4,10	4,00
8	Exciting training to follow	3,90	4,00
9	Through the module, information is obtained on how to use the Curriculum Appraisal Application 2013	4,10	5,00
	Average Overall	4,05	4,33
	Criteria	Practical	

The results of data analysis from participant's response questionnaire and training instructor indicate that the developed module is considered practical because it is included in the classification of good judgment so it is suitable to use in training the use of application assessment of Curriculum 2013. Effectiveness testing module used to get the score of the effectiveness of the module, test results are used. The test result data were obtained by documenting the result of the training result conducted by the trainee (teacher) with minimum mastery criterion (KKM) is 75. The result of teacher's training test can be seen in Table 6.

Table 6. Results of Training Tests

Completeness	amount	Percentage (%)	Criteria
Completed training participants	34	85	Effective
Unresolved training participants	6	15	

Based on the results of the analysis of the learning result test, then the module prepared is declared effective so worthy to be used in training use of appraisal Curriculum 2013.

Evaluation Phase

The evaluation stage is done by analyzing the suitability between requirement analysis and module design, module design with development, and development with implementation. The module improvement at the evaluation stage was based on the suggestions and comments of teachers and training instructors both written in the response questionnaire and delivered at the end of the learning process. In addition, module improvements are also based on observation and evaluation after the lessons learned through preliminary tests and final tests on the application of assessment Curriculum 2013.

Based on the results of the development research that has been described, the module development is done with the steps of ADDIE model Analysis, Design, Development, Implementation, and Evaluation generated Training module use the application of assessment curriculum 2013 that meets valid, practical, and effective.

This research was supported by Kristiawan et al (2017) the teachers could not operate computer as well, the national result of teachers' competency test, and Kristiawan (2014) implemented A Model for Upgrading Teacher's Competence on Operating Computer as Assistant of Instruction. And the model revealed that it was considered valid, practical and effective. Then Yuliandri and Kristiawan (2017) states that the principals should be responsible for teachers' performance. It also needs the influence of principal's leadership for getting effective teachers on implementing curriculum 2013.

Conclusion

The conclusion that can be taken after the implementation of the study as follows. Based on the results of the assessment conducted by the material experts, media experts, and training instructors who collaborate with the researchers, the module developed is valid as it meets the minimum classification either. The average score given through the assessment by the material expert is 4.31 with a very good classification. While the average score given through assessment by media experts is 4.15 with good classification. Based on the results of questionnaire responses given to trainees and training instructors, the module is considered practical because they meet the minimum classification either. The average score given through the training instructor's response questionnaire is 4.33 so the module is classified very well. While the average score given through the results of questionnaire responses of trainees is 4.05 so the module is in good classification. Based on the test results of learning conducted at the end of the study, the module is effective categorized. This is shown by the percentage of learning participants completeness by 85% so the classification is very good.

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