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EVALUATION ANALYSIS IN SCIENCE LEARNING (CASE STUDY IN MI NURUSSALAM)

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ABSTRACT

The evaluation process of science learning in schools is very important because it is to determine the level of student learning success. The evaluation used in each school is different so that the results of the evaluation of science learning in each school also vary. The purpose of this study is to find out about the evaluation applied at MI Nurussalam Leran Kulon Palang. The method used in this study is a qualitative approach with case studies that can dig up information and solve problems. The data collection technique in this study uses observation to determine the application of science learning evaluation, interviews regarding science learning evaluation to teachers in grades 3-6 MI, and documentation in the form of daily exam questions and assessment rubik. Data analysis was carried out through four stages, namely data collection, data reduction, data presentation, and drawing conclusions about the implementation of learning evaluation. The results in this study are that the researcher produced assessment data that has been applied at MI Nurussalam Leran Kulon Palang, including assessments of the cognitive realm, affective realm and psychomotor realm. In this study, the cognitive realm is usually assessed at the end such as Daily Assessment (PH), Mid-Semester Assessment (PTS), Final Semester Assessment (PAS), Madrasah Exam (UM). In daily learning, the affective realm can be seen from cooperation, discipline, courage, tolerance and seriousness. Likewise, the psychomotor realm can be seen from practice and experiments. And MI Nurussalam Leran Kulon Palang has not fully implemented the HOTS assessment, assessment based on Critical Thinking and Creative Thinking.

***Keywords**: Science, Learning Evaluation, Domain (Affective, Cognitive, Psychomotor)..*

A. Introduction

Learning is a process of cooperation between teachers and students to utilize all existing potentials and resources (Yusuf & Syurgawi, 2020). This process does not only focus on the activities of the teacher or student, but also on their joint efforts to achieve the predetermined learning goals. Literally evaluation comes from the English word evaluation which means assessment or evaluation, Evaluation is also defined as "The process of delineating, obtaining, and providing useful information for judging decision alternatives" meaning that evaluation is the process of delining, obtaining, and presenting useful information to formulate an alternative decision (Rahman & Nasryah, 2019). Evaluation is the process of describing, obtaining, and presenting information that is useful for determining alternative choices. The term "evaluation" comes from the English word "evaluation", which means "assessment or evaluation". The giving of value to the quality of something is called evaluation. The evaluation stage is an inseparable part of the educational process. One of the ways the education system conducts learning evaluations is to look back at how lessons have been performed over a given time. The purpose of this review is to gain a better understanding of the educational process carried out and to correct the mistakes (Amalia et al., 2019). The results of the evaluation provide an overview of how educational goals are achieved and the profile of educational implementation. Therefore, the results of the evaluation will be indirectly used by various parties to study or or make new policies in the field of education, including broad-scale policies, education unit level policies, teacher policies on carrying out learning activities, and the status of students. The purpose of learning evaluation is to find out how students'

behavior changes, both in the cognitive, affective, and psychomotor domains. Assessment of student learning outcomes carried out by educators in the form of repeats, observations, assignments, and other forms required by educators (L, 2019). The cognitive domain includes knowledge or the ability to act after learning, such as the ability to memorize, understand, apply, analyze, synthesize, and evaluate. The cognitive domain includes thinking skills, including the ability to memorize, understand, apply, analyze, and evaluate (Prasetyo & Wahyudi, 2019). The affective realm is the learning outcomes seen in students in various behaviors such as paying attention, responding, appreciating, and organizing (Magdalena et al., 2021). The affective realm is a learning goal that emphasizes perception, emotions, acceptance or rejection (Yunita et al., n.d.) The psychomotor realm is a realm related to skills or the ability to act after a person has received a certain learning experience (Hayun, 2020). In this study, the Higher Order Thinking Skill (HOTS) cognitive assessment instrument has not been fully used, assessment based on Critical Thinking and Creative Thinking.

Through this study, it is hoped that a clear picture can be obtained about how to implement science learning evaluation, the types and evaluation tools used, how to apply science learning evaluation in the cognitive, affective and psychomotor domains, the benefits of implementing the evaluation, having implemented HOTS-based assessments, critical thinking and creative thinking. And what problems are faced in the implementation of learning evaluation and teacher breakthroughs to deal with existing obstacles. The results of this study are expected to be a reference for teachers in implementing more effective learning evaluations and make a positive contribution to improving the quality of MI Nurussalam in particular and in other

elementary schools in general.

This research uses a qualitative approach. The qualitative approach is an approach that is able to produce descriptive data in the form of speech, writing, and behavior of the observed person (Fadli, 2021). The type of research used in this study is a case study A case study is a research in which researchers explore a certain phenomenon (case) in a time and activity (program, event, process, institution or social group) and collect information in detail and depth using various data collection procedures over a certain period. (Assyakurrohim et al., 2022). This research was conducted at MI Nurussalam Leran Kulon, Palang Tuban. MI Nurussalam was chosen as the research location because it is one of the private elementary schools that has been active in the implementation of learning evaluation, especially in Natural Sciences (IPA) lessons. This research was conducted at MI Nurussalam Leran Kulon, Palang Tuban. The research time is carried out at 09.30 WIB – completed on Saturday, May 18, 2024 in grade 6, library and office. The sources and types of data that will be used in this study are observations, interviews, and documentation. Primary data sources were obtained through interviews and field observations directly in the classroom during the science learning process (ISMAWATI, 2019). In addition, interviews were conducted with teachers who teach science in grades 3-6 to gain a deeper understanding. Secondary data sources are indirect data sources, obtained through documentation and literature research with the help of print and online media and field records (Zaini Miftach, 2018). This documentation will help researchers in implementing the evaluation of science learning in MI Nurussalam Leran Kulon Palang Tuban. The data collection techniques used include observation, interviews, and documentation. Observation will be carried out directly in the classroom

during the learning process. Interviews were conducted with science teachers in grades 3 – 6 of MI Nurussalam Leran Kulon Palang Tuban. The questions in the interview will be focused on the implementation of evaluation, types of evaluation, evaluation tools, evaluation benefits, obstacles and breakthroughs in evaluation, whether to apply HOTS-based assessments, critical thinking and creative thinking to science subjects.

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B. Results And Discussion

Learning evaluations in schools help educators, school administrators, decision-makers, students, and parents in making decisions. This will help in decision-making, whether as a parent of a student, a school principal, or a national policymaker such as the Minister of Education. Learning assessments are used to some extent to determine student performance. In a broad sense, this evaluation is carried out to find out the extent to which the learning process achieves the desired educational goals. Assessment of learning in the world of education is an activity that must be carried out by every loyal educator. For educators, learning evaluation is very helpful, especially in making decisions on how to continue student learning progress, and for the world of education in general (L, 2019).

Table 1. List of interview questions for teachers regarding the Evaluation of Science Learning at MI Nurussalam Leran Kulon Palang

No.	Evaluation Interview Questions
1.	Does each end of learning carry out a learning evaluation?
2.	How to carry out an evaluation on science learning?
3.	What type of evaluation is used in the science learning evaluation process?
4.	What kind of evaluation tools are used in the process of evaluating science learning?
5.	Does it always provide evaluation questions in the cognitive, affective and psychomotor

	domains of students?
6.	How do you evaluate students' cognitive, affective and psychomotor domains?
7.	What benefits are obtained after conducting evaluation activities in the cognitive, affective and psychomotor domains for students and teachers?
8.	If the student's score is less than the KKM, do I have to do a remidial?
9.	Do teachers apply self-identification and peer assessment to assess students' affective aspects?
10.	Are there any difficulties/obstacles in carrying out learning evaluations?
11.	Has the MI implemented the HOTS assessment?
12.	Has the MI applied critical thinking and creative thinking-based assessment?

Based on interviews with teachers at MI Nurussalam Leran Kulon Palang regarding the evaluation of science learning, several significant findings have been revealed. In general, the evaluation of science learning in this school is considered quite effective but not optimal, although several obstacles in the learning evaluation process are recognized, such as the limitations of school facilities, lack of understanding in some students. At MI Nurussalam Leran Kulon, we always carry out learning evaluations at the end of each semester. The implementation of the evaluation of science learning at MI Nurussalam with the assessment of the final exam and the type of evaluation includes the assessment of the affective realm, cognitive realm and psychomotor realm, but the evaluation is more prominent in the cognitive realm. The cognitive domain is used to determine thinking abilities such as the ability to remember, understand, apply, analyze, synthesize, and evaluate. The affective realm is a learning outcome that is observed in students in various behaviors such as attention, responsiveness, appreciation, and organization (Magdalena et al., 2021). The characteristics of the affective realm are the involvement of a person's feelings and emotions is unique and has intensity, direction, and purpose. Therefore, it can be understood

that affective assessment refers to the measurement of learning outcomes related to We focus on character development so that the results of teacher evaluations can be used as a reference to improve the learning system or utilize a good learning system (Anwar et al., 2022). The psychomotor realm is a realm that focuses on physical ability and muscle work. This realm distinguishes between the gross motor realm and the fine motor realm. The psychomotor realm deals with the skill or ability to act after a person has received a particular learning experience (Nurwati, 2014). The science learning evaluation tools that can be used are tests and non-tests. The test consists of a series of questions with true or false answers. A test is also defined as a series of questions that must be answered with the aim of measuring a person's level of performance or revealing certain aspects of the person being tested. According to Mardapi (Magdalena1 et al., 2021). "A test is one way to assess the magnitude of a person's ability indirectly, namely through a person's response to a stimulus or question". Hasil tes merupakan informasi tentang ciri-ciri seseorang atau sekelompok orang seperti tes tertulis, lisan. Meanwhile, non-tests for students do not use the form of tests, but in the form of observations, interviews, questionnaires, and researching documents (Hutapea, 2019). The purpose of non-test assessment is to gain a deeper understanding of individual characteristics, abilities, attitudes, and skills such as attitude scales and peer assessments. The application of cognitive domain evaluation by means of assessments at the end such as Daily Assessment (PH), Mid-Semester Assessment (PTS), End of Semester Assessment (PAS), Madrasah Exam (UM). Assessment at the end of learning is very important to find out the extent to which students understand and master the cognitive domain, improve learning outcomes, and improve the quality of education (Nurhasanah et al.,

2023). The affective realm can be seen from various types, namely: (1) Cooperation when learning takes place, especially during the use of group assignments(Indrastoeti, 2015). (2) Discipline that is always imagined is an effort to block, control and restrain. Actually, not only that, on the other hand, it also trains, educates, manages a successful and better life in order (Amalia et al., 2019). (3) Courage can be seen from daring to answer questions, dare to do tasks, dare to participate in discussions, and dare to accept the opinions of friends, (4) Tolerance Tolerance means respectfully understanding and respecting differences of opinion, (5) Seriousness in doing tasks, seriousness in participating in discussions, and seriousness in accepting the opinions of friends. Meanwhile, the psychomotor realm is applied by practical methods such as presentations in front of classes and experiments. Science learning basically requires experiments or practicums. The practicum method is a way in which students actively participate in the learning process. In the learning process, cognitive, affective, and psychomotor assessments are very beneficial. Cognitive assessment helps teachers know how far students have come to achieve predetermined knowledge goals, affective assessment allows teachers to assess the attitudes and values that students apply during the learning process, and psychomotor assessment allows teachers to assess students' ability to perform actions that are in accordance with learning objectives. Remidial learning is also carried out by MI Nurussalam Leran Kulon Palang teachers and given to students who do not pass the KKM based on the results of PH, PTS, and PAS. Remedial teaching usually focuses on incomplete student performance and can be repeated until the student reaches KKM before the end of the semester. In addition, if the score does not meet the KKM, the teacher uses the score from the affective and psychomotor aspects of the student.

There are also several obstacles/challenges for teachers in the evaluation of science learning, namely (1) the background of the education level of the subject teacher, (2) inadequate facilities, (3) lack of creativity in science learning can affect the quality of student learning outcomes so that it hinders students from actively understanding the subject matter, (4) Lack of interest in learning in science class, (5) Students have difficulty understanding because teachers only use conventional learning, (6) LKS answers are not in the material discussion. And MI Nurussalam Leran Kulon Palang has not fully implemented the HOTS assessment, HOTS-based assessment (Higher Order Thinking Skill) is a way of thinking at a higher level than memorizing or retelling what others tell or explain to teachers in the teaching and learning process. High-level thinking can be defined in 3 categories: (1) transfer, (2) critical thinking, and (3) problem-solving (Sri Murwantini, 2022). Learning based on the assessment of HOTS's higher-level thinking abilities improves cognitive ability level three, also known as cognition level 3 (LK 3). Based on the teacher's statement, HOTS MI Nurussalam Leran Kulon Palang usually uses stimuli that come from real situations. Multiple-choice questions consist of two main components: stem and option. The answer choice consists of two components: the answer key and the trick. The answer key is the correct or most correct answer, while the deceiver is the answer that is not correct but appears to be correct, allowing someone to be fooled into choosing it if they don't understand the subject matter well. So, students must be very careful when choosing the answer that will be the key to the answer. However, unfortunately, teachers have not been trained effectively to prepare themselves to apply the HOTS method. In addition, training on understanding and applying HOTS-based assessments has not been carried out thoroughly. As a result, teachers

still do not understand what and how HOTS-based assessments are conducted. (Taubah, 2019). MI Nurussalam has also not fully implemented assessments based on Crical thinking and creative thinking. Critical thinking is the ability of students to analyze something not only based on opinions and arguments, but also based on the truth and facts that prove the truth of the matter. This confirms that critical thinking skills help students think rationally, understand practical learning concepts, and help solve problems. Critical thinking is a thinking pattern that must be possessed by students. Critical thinking is the use of cognitive skills to improve learning outcomes, such as: to analyze thoughts, arguments, solve problems carefully (Tanti et al., 2020)While creative thinking is the ability to generate new ideas, the ability to see things from a different perspective, imagination, the potential to generate new ideas, the ability to generate many ideas, the ability to solve problems (Wati & Sari, 2023). Creative thinking is a person's ability to obtain various new and original ideas or ideas to find solutions to problems so as to obtain several other alternative answers (Utomo Aji et al., 2024)

The results of the data obtained from the analysis of the evaluation of science learning at MI Nurussalam Leran Kulon Palang include the assessment of the cognitive, affective and psychomotor domains are quite effective but not optimal because they are more prominent in the cognitive realm. Basically, the assessment must go hand in hand according to the theory put forward by Benjamin S. Bloom. According to Bloom, assessments of the cognitive, affective, and psychomotor domains must be carried out simultaneously and in tandem to find out how far students have achieved learning goals (Zainudin, 2018). The solution to the obstacles to not maximizing learning evaluation is (1) recruiting teachers who are subject-oriented, and can be by participating in training and workshops and

improving their skills through curriculum development and the use of appropriate media for science learning, (2) To overcome the problem of inadequate facilities in the available science learning, all school residents work together to complete the existing facilities and facilities and infrastructure by giving alms, MI Nurussalam has an alms program every week for every student every week. This program has been running for quite a long time and continues to run until now. In addition to the purpose of helping to fulfill existing learning facilities, the program can also train social spirits and the generosity of students. According to Islamic theory, alms trains the social spirit and generosity. Islam teaches its people to have a generous spirit with the aim of purifying one's soul, realizing high social sensitivity and is considered effective in shaping the character of students (Kholilah & Astuti, 2022). (3) collaboration between teachers and sharing ideas can encourage the creation of more innovative teaching methods, support from schools and the government is also important to create an environment that facilitates teachers' creativity in science learning, (4) By implementing a variety of lesson plans so that learning is more fun and interesting, (5) teachers can take part in training on innovative learning methods, utilizing existing technology, and invite students to play an active role in learning, (6) the teacher at MI uses other sources to find LKS answers such as the internet and books in the library. From the statement of teachers at MI Nurussalam, they have also implemented HOTS-based assessments, critical thinking and creative thinking, but not completely. The assessment should be fully implemented, because this assessment is a basic priority skill that the millennial generation must have because it is considered very important and relevant to the problems that are often faced in this century. Therefore, critical and creative thinking skills need to be taught from an early age, both at school, at home, and in the community (Nurhaningtyas Agustin et al., 2023).

The results of this research are presented based on data analysis using the observation method. In the observation process, the researcher also highlighted important sentences and noted important parts of the data that required further explanation in field notes. As the researcher did when observing the opening and closing teaching activities in the learning process carried out by the English teacher at SMAN 1 Bangorejo. Then the researcher recorded important things that happened, especially regarding the way the teacher started the meeting, greeted the students, and the student's reactions or responses.

The results of the teacher's observations in showing the activity were that the teacher looked at the students, and the teacher stood in the middle while motivating the students to be orderly during the learning process. The teacher's voice is quite loud with various intonations and sometimes the teacher is friendly towards students. This is so that students are not afraid of facing difficult learning. The interaction pattern is that the teacher and student interaction is quite well established, namely when the teacher explains and the students listen. The teacher asks questions and students answer. The teacher uses the blackboard to show several important points in the previous lesson and enable students to recall what they have learned in the previous lesson.

The pattern of interaction carried out has also been established to create a comfortable atmosphere so that students are motivated to learn, especially as the teacher gives a smile as a form of concern for the students who look at the teacher standing in front of them. When asking a question, students spontaneously show a reaction in the form of an answer to the teacher's question, without much thought about whether it is wrong or right.

Based on the findings of opening teaching activities in class, the activities carried out by teachers in opening teaching have been implemented with

students. As a result of this paper, the researcher found answers to the research questions. This research, entitled Opening and closing in Teaching Activities by English Teachers to Motivate Students in XI Science Class 4.

The first component is to arouse student's attention, meaning that in an effort to arouse student's attention and interest in following what they are going to learn, there are several ways such as varying the teacher's teaching style, using props and variations. In terms of interaction patterns, the study found that the teacher had implemented the teacher's method of activity before starting the lesson, namely by making eye contact with the students and standing in a position where she could see the entire contents of the class and students could hear the teacher's voice which was very clearly audible to the students. In addition, teacher's skill in asking and question is needed and crucial to get student's attention, focus and theoretical understanding of question will affect the answer of the students (Paran, 2012).

The second component is generating motivation, meaning that students who have high learning motivation will encourage their attention and interest in achieving the things that must be studied, so that they can achieve learning goals optimally (Kesuma Wijayadi et al., 2023). When conducting observations, researchers found that these students had high learning motivation, many students actively responded and asked the teacher about the material being taught, and were still able to remain focused when the class atmosphere was quite hot and made students feel relax during the lesson that day.

The third component is to provide a reference or structure, meaning that when starting learning, the teacher should explain briefly about the basic competencies and things needed so that students get a clear picture of what the researcher will learn before entering the lesson material (Akbari & Tavassoli, 2014). The teacher has explained the basic competencies and

indicators that students need to achieve, the teacher's explanations when teaching are also structured and directed.

The teacher, identified as Mrs. Lika, is observed to have successfully implemented these components in her teaching practice. She uses a variety of strategies such as eye contact, clear vocal delivery, and interactive patterns to engage students. Despite the initial disinterest in English among some students, Mrs. Lika's methods, including the use of technology and a bilingual approach, have facilitated an active learning process. Mrs. Lika's skills in opening learning activities contribute to a dynamic and dialogical educational atmosphere. The study emphasizes the importance of understanding the language classroom and everything that happens in there, as highlighted by (Allwright, D., & Bailey, 2016) and (Kasim, 2004) suggests that further research should focus on the classroom to better understand and improve teaching methodologies.

C. Conclusion

From the results of the discussion above, it can be concluded that the evaluation of science learning at MI Nurussalam Leran Kulon Palang is considered quite effective but not optimal because the assessment of the cognitive, affective, and psychomotor domains has not been carried out in tandem. So the three areas of assessment are very important to do to find out the extent to which students have achieved learning goals. Teachers and students would also like to implement existing solutions for more optimal and creative learning. To improve inadequate facilities, school residents hold an alms program every week. This program has been running for quite a long time and is still operating today. In addition to helping to fulfill existing learning facilities, the program can teach students social and compassion traits and trace the course of science learning. As for HOTS-based assessments, critical thinking and creative thinking are also applied but not

entirely due to lack of training.

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