

Implementation of Indonesian Language Learning Assessment Standards in Junior High School of Yogyakarta City

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ABSTRACT

The main objective of this study was to describe the use of standards for evaluating Indonesian language learning in junior high schools throughout Yogyakarta City. In more detail, the purpose of this study is to obtain an assessment model for Indonesian language learning in junior high school that is used by teachers.

The population in this study is junior high school in the city of Yogyakarta. Sampling uses purposive sampling. The first stage sample is based on the school's academic ranking status. Sources of sample school data include teachers and School Learning Implementation Plans. Sources of data from the teacher in the form of knowledge and ability of teachers in understanding and compiling learning assessment tools. Sources of data from documents in the form of Learning Implementation Plans. Data collection techniques used in this study were human instruments, interviews, and questionnaires. Research instruments include interview guidelines, and questionnaires. The instrument is arranged based on the grid that has been prepared previously. Data analysis was done through descriptive qualitative techniques with stages of data reduction, data presentation, and inference. In accordance with the form and nature of the data in this study, credibility testing was carried out to obtain internal validity. Transferability tests are carried out to obtain external validity. Test dependability to get reliability, and confirmability test to get objectivity.

The results of this study are junior high school teachers throughout the city of Yogyakarta have carried out learning assessments on the competency aspects of attitudes, knowledge, and skills as required by the government. Teachers begin by compiling assessment tools according to their individual needs. The attitude assessment techniques used are open observation, journals, and peer assessments. Knowledge assessment is carried out with written tests and assignments, while skills competency assessment is done by written tests, project assessments, performance assessments, and practices. From the results of observations, interviews, and analysis of documents, it can be concluded that the teachers basically already have the ability and understanding in preparing assessment tools. This is evidenced by the application of the principle of assessment that has been carried out in preparing assessment tools

Kata Kunci: *implementation, assesment standards*