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Development of Evaluation of Indonesian Curriculum 2013 Language Learning Results Based On Excel Program In Class V Students Muhammadiyah Basic School 28

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Abstract : *This study aims: (1) to describe the design of the development of evaluation of Indonesian language learning outcomes Curriculum 2013 based on excel program of fifth grade students of Muhammadiyah 28 Elementary School; (2) describe the results of expert validation on the development of evaluation of Indonesian language learning outcomes Curriculum 2013 based on excel program of fifth grade students of Muhammadiyah 28 Elementary School; and (3) describe the level of understanding of the fifth grade students of Muhammadiyah 28 Elementary School towards the basic competencies of the evaluation of Indonesian language learning outcomes achieved based on minimum completeness criteria (KKM). This research uses Research and Development (R & D) method which includes the stages: (1) Identification of Potential and Problems; (2) Needs Analysis and Data Collection; (3) System Design; (4) System Implementation; (5) System Validation; (6) System Revision; (7) System Trials; and (8) Final System. The subject of this study was an Indonesian teacher at 28 Muhammadiyah Elementary School, amounting to 1 person. The instrument used is a checklist for testing functionality and likert aspects for testing usability aspects. Based on the results of expert validation on functionality tests obtained a percentage of 100% with very good criteria and has fulfilled the functionality aspect. The results of expert validation on usability test obtained a percentage of 87.78% with very high criteria and has met the usability aspect. Furthermore, the level of students' understanding of the basic competencies of the evaluation of Indonesian language learning outcomes achieved based on the minimum completeness criteria (KKM) obtained a percentage of 78.68% with sufficient criteria.*

Keywords: *Evaluation, Assessment, 2013 Curriculum, Excel*

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I. Introduction

The curriculum in Indonesia has undergone several changes. These changes are due to the demands of the times and government policies to update and modify the education curriculum regularly in a certain period. In the course of history since 1945, the national education curriculum has undergone a change.

In 1947 it was named the Lesson Plan of 1947. At that time, the education curriculum in Indonesia was still influenced by the Dutch and Japanese colonial education systems, so that only continued that had been used before. After the 1947 Lesson Plan, the curriculum in Indonesia experienced improvement in 1952. In 1952 this was named the Unraveling Lesson Plan 1952. This curriculum has led to a national education system. The most prominent and also characteristic of this 1952 curriculum is that every lesson plan must pay attention to the contents of the lessons that are related to everyday life. After 1952, by 1964, the government re-perfected the curriculum system in Indonesia. This time it was named Education Plan 1964. The main points of the 1964 curriculum that characterize this curriculum are that the government has a desire for people to gain academic knowledge for debriefing at elementary school, so that learning is centered on the Pancawardhana program which encompasses the development of creativity, taste, initiative, work, and morals (Hamalik, 2004).

Furthermore, the 1968 curriculum is a renewal of the 1964 Curriculum, namely the change in the structure of the educational curriculum from Pancawardhana to the formation of the Pancasila spirit, basic knowledge, and special skills. The 1968 curriculum is a manifestation of a change in orientation in the implementation of the 1945 Constitution purely and consistently. Then in 1975 the curriculum emphasized on goals, so that education was more efficient and effective. "The background is the influence of concepts in the field of management, namely the famous MBO (Management By Objective) at the time. Methods, materials and teaching objectives are detailed in the Instructional System Development Procedure (PPSI). This era is known as the "unit of study", namely the lesson plan of each unit of discussion. In 1984 the curriculum carried out the process skill approach. Although the priority of a process approach, but the goal remains an important factor.

This curriculum is also often called "Enhanced 1975 Curriculum". Students position placed as studying subject. From observing something, grouping, to discuss, to report. This model is called the Active Student Learning Method (CBSA) or Student Active Leaming (SAL).

Then in 1994, the curriculum was made as an improvement to the 1984 curriculum and implemented in accordance with the Law no. 2 of 1989 concerning the National Education System. This has an impact on the system of class time sharing, namely by changing from the semester system to the quarterly system. Teaching objectives emphasize understanding concepts and problem solving skills and problem solving. In 2004, the curriculum was known as the Competency Based Curriculum (KBK). Competency-based education focuses on developing the ability to do (competence) certain tasks in accordance with predetermined performance standards. Competency Based Education is education geared toward preparing indivisuals to perform identified competencies (Scharg in Hamalik, 2000: 89). In 2006, the curriculum was known as the Education Unit Level Curriculum (KTSP). Beginning in 2006 the KBK trial was stopped, KTSP appeared. The review in terms of content and the process of achieving the target competencies of the students to technical evaluation is not much different from the 2004 curriculum. The most prominent difference is that teachers are more given the freedom to plan learning in accordance with the environment and conditions of the students and the condition of the school. The objectives of the KTSP include the objectives of national education as well as the suitability with specificities, conditions and potential of the region, education units and students.

These changes are a logical consequence of changes in the political, social cultural, economic and science and technology systems in the nation and state. Because, the curriculum as a set of educational plans needs to be developed dynamically in accordance with the demands and changes that occur in the community. All national curricula are designed on the same basis, namely Pancasila and the 1945 Constitution. The difference is the main emphasis of the educational goals and the approach to realizing them.

The current curriculum in Indonesia is the 2013 curriculum. This curriculum is a fixed curriculum applied by the government to replace the 2006 curriculum (which is often referred to as the Education Unit Level Curriculum) which has been valid for approximately 6 years.

Indonesian is one of the subjects in the Indonesian education curriculum. The content of the Indonesian language curriculum specifically aims to improve the ability of students to communicate in Indonesian well and correctly both verbally and in writing, and to foster an appreciation of the literary work of Indonesian human beings. Indonesian Language competency standards are the minimum qualifications of students who describe the mastery of knowledge, language skills and a positive attitude towards Indonesian language and literature. This competency standard is the basis for students to understand and respond to local, regional, national and global situations.

In the 2013 curriculum at elementary school level, Indonesian language subjects have a very strategic position. The role of Indonesian language subjects becomes dominant, namely as a channel that delivers material content from all sources of competence to students. Indonesian subjects are placed as other subjects. In other words, the content of other subject matter is used as context in the use of appropriate types of text in Indonesian subjects. In the implementation of Indonesian language learning, as well as in the implementation of learning in other fields, evaluation needs to be carried out. Evaluation is an integral part of the implementation of overall learning. As a learning, Indonesian language learning is held to achieve a number of learning objectives that have been identified and formulated based on in-depth study of the needs that need to be fulfilled. The achievement of learning objectives is attempted to use a series of learning processes that are carefully designed and thorough, and implemented in earnest so that the learning objectives are achieved properly. Evaluation serves as a tool to determine the success of student learning processes and results. The process is an activity carried out by students in achieving learning objectives, while learning outcomes are a number of knowledge and skills possessed by students after they receive their learning experience.

Muhammadiyah 28 Elementary School is a school that uses the 2013 curriculum. Muhammadiyah 28 Elementary School always conducts evaluation activities on student learning outcomes. Evaluation of learning outcomes is done by looking at the results of student achievement from the assessment. Assessment is the process of gathering and processing information to measure the achievement of learning outcomes of students. Assessment is also a series of activities to obtain, analyze and interpret data about the process of student learning outcomes that are carried out systematically and continuously so that it becomes meaningful information in making decisions. The process of collecting and processing information to measure the achievement of student learning outcomes to get good results quickly and accurately is not an easy thing. This is always a problem. This problem is caused because teachers in Muhammadiyah 28 Elementary School have not innovated in the process of collecting and processing student learning outcomes. The process of collecting student data especially the processing of student learning outcomes in Muhammadiyah 28 Elementary School still uses manual methods. So there are frequent mistakes and mistakes in making decisions. The process of evaluating learning outcomes begins with students answering the exam questions, then the examination results are examined and grouped according to their basic competencies to get grades based on these basic

competencies. After obtaining the value of basic competencies, begin to cumulate and formulate descriptions of learning outcomes. Furthermore, subject teachers, especially Indonesian teachers, submit them to class and administration teachers to be archived. Events like this often result in errors in the results of work and coupled with the low understanding of Indonesian language subject teachers in formulating descriptions of student learning outcomes, so that there is often an inaccuracy in the formulation of descriptions of student learning outcomes.

From the explanation and problems above, it is necessary to make a tool in the form of a computerized system that can ease the burden on the teacher in the assessment process and evaluate the results of student achievement. The computerized system intended is in the form of an application by utilizing Microsoft Excel programs as a medium in processing student grades or learning outcomes which include attitude assessment analysis (KI-1 and KI-2) in the form of journal recapitulation, knowledge assessment (KI-3) analysis in the form of daily assessment (PH), midterm assessment (PTS), end of semester assessment (PAS), and skills assessment analysis (KI-4). In this application the teacher simply enter the score data for each item in accordance with the form of the test and the student's score of the correction results into the analysis format in the application. Data entered into the application will automatically be stored in the database and the program will process the data. The processed data will produce results. Then the results will be entered automatically in the value collection format and ready to print as a report.

Based on the explanation above, it is important to build a computerized system that can process learning outcomes quickly, accurately, accurately, and easily know the basic competencies that must be evaluated in the next learning process, and can become school reports and archives. By paying attention to the contribution that will be given, this research will be directed to the development of evaluation of learning outcomes entitled "Development of Evaluation of Indonesian Language Learning Outcomes 2013 Curriculum Based on Excel Program Based on Class V Students of Muhammadiyah 28 Elementary School."

II. Method

The method used in this study is research and development. According to Sugiyono (2015: 28), the method of research and development is a process or method used to validate and develop products.

From the above definition, research and development are research methods used to produce certain products and test the effectiveness of these products.

Sugiyono (2015: 33), divides research and development into four levels, namely; (1) level 1, is researching without making and testing products; (2) level 2, is without researching only testing existing products; (3) level 3, is to research and develop existing products; and (4) level 4, is researching to create new products and test the effectiveness of these products.

Based on the level stated by Sugiyono above, research on the design of learning outcomes processing systems is at the highest level, namely researching and testing to create products that do not yet exist.

III. Result

The results of functionality testing obtained a success percentage value of 100%. The value is then converted to qualitative data anjd based on the media product rating scale, from the percentage score obtained, the quality of the software from the functionality side has a "Very Good" scale. The criteria of a software is said to meet the quality standard on the aspect of functionality if the value of the success percentage is more than or equal to 80%. So it was concluded that the value processing information system from the evaluation of student learning outcomes had met the quality standard on the aspect of functionality.

Usability testing results obtained a percentage of 87.78%. The test results are then converted into a qualitative scale so that the results of "Very High" are obtained. The criteria of a software is said to meet the quality standards in the usability aspect if the results of usability testing percentage value is more than 60%. It can be concluded that this study has met the quality standards in the usablity aspect.

Based on the results of the use of the final system in processing student learning outcomes, the system works well in processing values, validating items, and generating values, as well as eliciting descriptions of student achievement based on basic Indonesian competencies achieved according to minimum completeness criteria (KKM). In addition, it can be seen that the percentage of student achievement is 78.86%. The value is then converted to qualitative data based on the scale of the KKM value range in the category "Enough". Furthermore, many items that were tested were invalid and reliable. With these results, the teacher can find out that the teacher must evaluate the learning process and formulation of the questions, so that the level of student achievement is even better.

IV. Conclution

a. This study produced an information system for evaluating the results of learning Indonesian Language 2013 curriculum based on excel programs.
b. The resulting information system can function to help the teacher in the process of processing the value of student learning outcomes, validating items, and knowing the level of student achievement of the basic Indonesian competencies achieved based on minimum completeness criteria (KKM). So the teacher can find out things that must be evaluated as a follow-up.
c. From a series of software quality testing processes using the ISO-9126 standard, the results of the functionality aspect test obtained the results of the success percentage of 100% (very good), so that it meets the functionality aspect. Furthermore, the results of usability testing obtained a percentage of testing results of 87.78% (very high) so that it has met the usability aspect. Then the final system test results, the system runs well in processing values, validating items, and generating values, as well as eliciting descriptions of student achievement.

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