

Analysis of Diagnostic Assessment on Fulfillment of Competency Standards in the Implementation of the 2013 Curriculum Emergency Covid 19 at Public Elementary School 3 Abepura, Jayapura City, Papua

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ABSTRACT

This study aims to look at and analyze the strategies used in determining and selecting essential competencies in an effort to fulfill basic competencies and learning outcomes at Abepura 3 Public Elementary School, Jayapura City. This research was conducted using a descriptive-qualitative method. Data collection was carried out through interviews, observation of the elementary school situation, and literature studies relevant to the research topic. Data analysis was carried out in a qualitative, descriptive manner with three stages: presentation of data, analysis of data, and drawing conclusions. Research results show that learning 67% of teachers do assessment diagnostics, consisting of 50% conducting cognitive diagnostic assessments, 33% conducting non-cognitive diagnostic assessments, 17% conducting both assessments, and 33% not conducting assessment cognitive and non-cognitive diagnostics.

INTRODUCTION

The Covid 19 pandemic that hit the world has had an impact on all aspects of life. In line, Idris & Muttaqin (2021) say that as a global disaster these non-natural disasters have threatened the order of human life. The number of infected people has increased, the spread of Covid-19 continues to expand without knowing regional boundaries, including in Indonesia (Ilham et al., 2021). Where, due to the outbreak of the Covid-19 virus which has affected the pattern of life that we have lived so far, it has distracted all sectors and areas of life because of its presence (Aedah et al., 2022). Therefore, the space for human movement must be limited due to the impact of the Covid-19 pandemic (Gani et al., 2021).

Referring to Renyaan, (2022) it is said that the implementation of a number of government policies in order to break the chain of transmission of the Covid-19 disease, where the movement of human activities must be temporarily limited through the application of social distancing policies following the use of the term physical distancing, even in a number of areas must apply restrictions Large-Scale Social Service. In the same vein, the increasing spread of the Corona virus has forced the Indonesian government to take various policies, such as implementing social restrictions (social distancing) to enforcing Large-Scale Social Restrictions in a number area (Ilham, 2020). In the education sector, one of the policies issued by the government is learning from home (Yunita, 2022). This policy applies to the implementation of learning activities carried out in accordance with the principles listed in the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 Concerning the Implementation of Education Policies in Emergency Deployment *Coronaviruses Disease (Covid-19)*. Online learning is basically a directed learning program that allows communication from a distance by utilizing available virtual applications that can be carried out in the learning process even though it is carried out from home so that learning is still carried out in accordance with government regulations (Rohmanu et al., 2020).

Every educational institution must have adequate infrastructure facilities standard requirements for the Covid-19 health protocol. However, there are still many educational institutions in Indonesia that have not met the standard requirements for the Covid-19 health protocol adapted to the situation and conditions of the education unit, for example conducting online or distance learning, assignments, walking home and others. Based on Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units Under Special Conditions states that during the Covid-19 pandemic schools are allowed to simplify the curriculum based on the capacity and needs of students (Pemerintah Indonesia, 2020). Therefore the government gives freedom to schools in order to be able to implement a curriculum that is in accordance with learning needs, simplification of basic competencies in each subject that focuses on core competencies and prerequisite competencies to

achieve competency standards and learning outcomes and learning activities at the next level.

The existence of the covid 19 emergency curriculum helps teachers in achieving competence related to limitations in several aspects. The Covid 19 emergency curriculum is of course implemented in accordance with the learning outcomes set by the government. Determination of basic competencies in the implementation of the Covid 19 emergency curriculum is determined based on standards carried out with reference to assessment cognitive diagnostics and assessment non cognitive diagnostic. Diagnostic Assessment is an assessment designed to identify initial abilities and competencies learners on process learning by adjusting ability and circumstances learners. Students who left behind in development or learning, as well as learning outcomes based on results assessment diagnostic get affirmative learning assistance. The purpose of assessment diagnostics is to quickly map the abilities of all students in the class to find out which students already understand, understand a little, and which do not understand. Matter This possible Teacher for adapt material learning in accordance with ability learners.

Analysis and determination of Basic Competence in the implementation of learning can be done by doing assessment cognitive and non-cognitive assessments so that teachers can better understand students to be able to identify student competency achievements, adjust learning according to the average competency of students in the classroom, providing additional or remedial lessons to students whose grades have not reached minimum completeness. In practice, the principal is responsible for ensuring the first week of every month periodically at the beginning learning is done by assessment in all class, then the teacher needs to prepare the implementation assessment consisting of preparation, implementation, and follow-up stages.

Abepura Public Elementary School 3 Jayapura City is one of the core schools located around the Cenderawasih University campus. Abepura State Elementary School 3 has implemented the 2013 curriculum since the launch of the 2013 curriculum in Papua in 2015. Facing the Covid 19 pandemic, Abepura 3 Public Elementary School has implemented the 2013 curriculum with the target of achieving essential basic competencies or the 2013 emergency Covid 19 curriculum.

The challenge for a teacher is certainly not easy. Preparing students to face school exams is quite tough, to face the Minimum Ability Assessment is also not easy. Implementation of learning with the demands of achieving Competency Standards during the Covid 19 pandemic requires the right strategy related to the various obstacles faced by teachers. During this pandemic, a diagnostic assessment was implemented, where during this pandemic there was a law urging teachers to carry out a diagnostic assessment before learning (Firmanzah & Sudiby 2021).

Departing from the description above, this research wants to see how the implementation of learning with the implementation of the 2013 emergency Covid 19 curriculum at Abepura State Elementary School 3, Jayapura City in 2022. This research activity was carried out to find out and analyze the

strategies used in determining and selecting essential competencies as an effort to fulfill basic competencies and learning outcomes at Abepura Public Elementary School 3, Jayapura City.

LITERATURE REVIEW

Diagnostic Assessment

Assessment is part of the learning process which is very important and must be considered. Assessments facilitate learning activities and provide comprehensive information and as feedback to educators, students and parents/guardians to guide them in determining reflection in the form of determining appropriate learning strategies that must be used according to the conditions of students. Likewise, Agency for Research, Development and Bookkeeping, Kemendikbud (2021) explained that assessment is an integrated part of the learning process, learning facilitation, and providing holistic information, as feedback for teachers, students, and parents/guardians so they can guide them in determining next learning strategy.

Diagnostic assessment is an assessment of the difficulties experienced by students as a result of formative tests, which determine the factors that cause learning difficulties and decide how these difficulties can be overcome (Darmiyati, 2007). Referring to Sion & Jingan, in Permata et al., (2017) said that a diagnostic test is a test that provides teachers with information about their students' initial abilities and misconceptions before starting learning activities.

Diagnostic evaluation can be carried out continuously to improve the process, progress and learning outcomes of students, but this cannot be done due to the impact of the pandemic which requires learning at home with many obstacles such as a heavy curriculum load, lack of classes and lack of time, and energy.

Cognitive Diagnostic Assessment

Cognitive diagnostic assessment is a diagnostic assessment that is carried out periodically to identify the level of competence of students, difficulties of students in learning, so that it can assist educators in making and designing effective and efficient learning designs according to the competencies and conditions of students that can be carried out at the beginning learning or at the end of learning. Cognitive diagnostic assessment on learning includes identifying the abilities and thinking power of students in receiving and mastering learning material. This cognitive diagnostic assessment can be carried out routinely in each learning activity, this routine activity is called periodic cognitive diagnostic assessments.

According to Asrijanty (2020) The purpose of carrying out this cognitive diagnostic assessment is to adjust the level of learning to the needs of students, but not to fulfill curriculum goals. Cognitive diagnostic assessments can be carried out at the beginning routine learning, besides that cognitive diagnostic assessments can also be carried out at the end of learning after the teacher has finished explaining the material, besides that cognitive diagnostic assessments

can be carried out for one semester such as every week, every month, quarter or end of the semester in the form of exams.

Borrowing the opinion of Nasution (2022) which revealed that the Assessment diagnostic cognitive in the form of:

- 1) Assessment formative, namely an assessment method that aims to determine the process of understanding students, learning needs and achievements during learning, and can also identify strengths and weaknesses lack students in learning.
- 2) Assessment summative is an assessment method that is carried out at the end of learning, where feedback is from the assessment this aims to measure the progress of students in learning.

Assessment Non Cognitive Diagnostics

Diagnostic Assessment Non Cognitive is one form of assessment used in the independent curriculum. Precise and accurate non-cognitive diagnostic assessments are needed to measure students' abilities in skills non cognitive. Without proper assessment, the development of non-cognitive skills is only speculative and not measurable. Therefore, non-cognitive diagnostic assessment is an important part of the Merdeka curriculum.

Non-cognitive diagnostic assessments at the beginning of learning are given to students to find out: 1) Psychological and emotional well-being of students, 2) Student activities while studying at home, and 3) Conditions of students' families (Hati, 2021). Referring to, Nasution (2022) that assessment Non-cognitive diagnostics are carried out before learning begins with the aim of knowing learning styles, student characteristics, interests and motivation participant students, psychological and social emotional well-being of students.

There are several non-cognitive diagnostic assessment methods including:

- 1) The written test is a cognitive diagnostic assessment method that is often used to measure student skills such as measuring creativity, collaboration and communication. Examples describe pictures given by the teacher and so on.
- 2) Interviews or interviews are non-cognitive diagnostic assessment techniques that involve direct dialogue between educators and students. Interviews were able to provide a more detailed description of students' abilities, especially in terms of non-cognitive abilities such as empathy, leadership, and a sense of responsibility.
- 3) Direct observation is a non-cognitive diagnostic evaluation technique that involves the teacher directly supervising participant students when they do certain activities. Direct observation can provide an accurate description of students' abilities in terms of non-cognitive skills such as cooperation, creativity, and responsibility.

METHODOLOGY

This research was conducted from May 2022 to October 2022, with the research target being Abepura Public Elementary School 3, Jayapura City. In

carrying out a research, it must utilize a method (Patmasari, 2022). This method then tries to understand social phenomena through a holistic picture and increases in-depth understanding, the researchers themselves or through the help of others act as the main data collection tool (Moleong, in Ilham et al., 2020).

This research was conducted using descriptive qualitative methods. Moleong, in Ilham et al., (2021) synthesizes that qualitative research intends to gain an understanding of what is experienced by research subjects, such as; perceptions, behavior, motivation, and actions, and others. Data collection was carried out through interviews, observation or direct observation to find out the situation of elementary schools. In addition, literature research was also carried out. Where the data obtained from various sources literature relevant to the research topic. Referring to Hamza, in Muttaqin et al., (2022) that in a literature review, text and discourse analysis is carried out. In the process of data analysis carried out in a qualitative descriptive manner, with three main stages, namely data presentation, data analysis, and final conclusion.

RESEARCH RESULT

Assessment is the process of collecting data/information to make the right decisions (Hartati, 2018). Diagnostic assessments are utilized to identify strengths and weaknesses. After knowing the difficulties of students, the teacher can design instrument which will be used in the next learning process (Salma Matarani et al., 2016).

The research activity begins with analyzing the data from the evaluation results of student learning and the results of the implementation analysis assessment minimum competence in Elementary School 3 Abepura. Actually, some of the information obtained by the teacher from the diagnostic assessment can be used to improve the learning process of students. During this pandemic, teachers are encouraged to carry out a diagnostic assessment before learning according to the directions in the 2020 Decree of the Minister of Education and Culture of the Republic of Indonesia.

The results of research conducted on 9 (nine teachers) who answered questions through questionnaires sent (*google forms*) obtained the result that 67% of teachers or 6 (six) of 9 (nine) teachers did assessment diagnostic and 33% of teachers or 3 (three) of 9 (nine) teachers did not assessment cognitive and non-cognitive diagnostics. on his learning. Application of diagnostic assessmentsat Public Elementary School 3 Abepura City of Jayapura is presented in Figure 1.

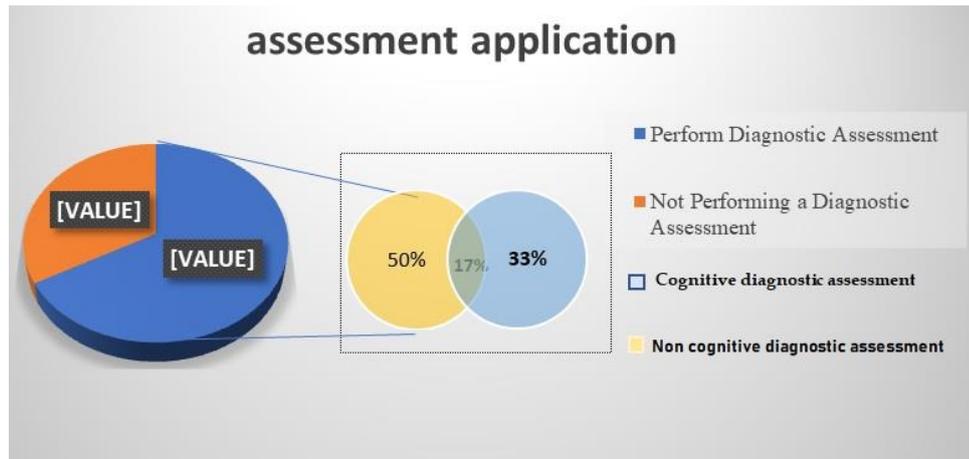


Figure 1. Implementation of Diagnostic Assessment in Learning at State Elementary School 3 Abepura, Jayapura City

DISCUSSION

After obtaining information related to the implementation of the diagnostic assessment prior to learning, further information is collected regarding the reasons why applying cognitive, non-cognitive or both diagnostic assessments, how to use it and the results of the diagnostic assessment. Likewise, those who did not carry out a diagnostic assessment carried out information gathering on the reasons for not conducting an assessment.

As many as 3 of the teachers who implemented the assessment (50%) provided cognitive diagnostic assessments by distributing questionnaires at the beginning of learning, and understood that cognitive diagnostic assessments played a role in gaining students' initial understanding of the material to be studied so that teachers could adapt learning to students' conditions, 2 of the teachers who applied the assessment (33%) provided non-cognitive diagnostic assessments by distributing questions through the Google form to find out the characteristics and learning styles of students and then prepared media that supported learning according to the results of the assessment that had been given. 1 of the teachers applied the assessment (17%),

As many as 1 (one) teacher who did not apply the assessment thought that the teacher taught according to the material in accordance with the achievement of basic competencies and considered that students did not yet have prior knowledge regarding the material to be given, and 2 (two) other teachers did not carry out a diagnostic assessment because it takes time.

Diagnostic assessment is needed to determine the specific weak elements of a subject and provide tools to find the causes of these deficiencies (Brueckner & Melby, 1981). This is in accordance with the opinion of Hughes (Suwanto, 2013) stating that to find out the strengths and weaknesses of students can use a diagnostic assessment. After the teacher knows where the difficulties of students are, the teacher can design instruments that will be used in the next lesson.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of the 2013 emergency covid 19 curriculum at Public Elementary School 3 Abepura City of Jayapura was carried out based on fulfilling competency determination essential determined by the class teacher together with the school principal through the school meeting.

The strategy used in determining and selecting essential competencies as an effort to fulfill basic competencies and learning outcomes in Abepura Public Elementary School 3 Jayapura City is carried out through mapping Basic Competencies and student characteristics.

Implementation assessment diagnostics in the implementation of the 2013 emergency Covid 19 curriculum at SD Negeri 3 Abepura was carried out by 67% of teachers who filled out the questionnaire form.

Better learn to do assessment diagnostic according to the direction of the Minister of Education and Culture in 2020 that during this pandemic before learning teachers are encouraged to do assessment diagnostic and assessment diagnosis should be made by all teachers/educators when conducting learning.

ADVANCED RESEARCH

The location of this study was only carried out by State Elementary School 3 Abepura City of Jayapura. Therefore, in the future it is hoped that similar research will be held in different locations, in relation to the Diagnostic Assessment on Compliance with Competency Standards in the Implementation of the 2013 Curriculum.

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