



Teacher Difficulty In Compose Rubric Evaluation On Biology Learning In SMP Negeri 3 Kolaka

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Abstract

Education is an effort to change behavior which includes three aspects, namely, cognitive aspects, psychomotor aspects and affective aspects. The assessment instrument used can be an assessment rubric containing performance achievement categories. In simple terms, a rubric is defined as an assessment reference that shows a number of criteria for displaying the process or results of students' work. The use of rubrics in assessment will provide a real picture of student abilities. This research is a qualitative descriptive type of research which aims to determine teachers' difficulties in preparing assessment rubrics. This research was carried out at SMP Negeri 3 Kolaka using the interview method with biology teachers at the school. Research results show that teachers do not experience difficulty in preparing assessment rubrics. Assessment rubrics really help teachers find out student learning outcomes.

Keywords: Teacher Difficulty, Rubric, Biology Learning

A. Introduction

Education is an effort. changing behavior, which includes three aspects, namely, first, the cognitive aspect. includes changes in terms of control. Science and development necessary to change knowledge. Second, the affective aspect, namely includes changes mental. Third,

Psychomotor aspects include: changes in terms of form psychomotor. All internal components Education has an influence on improve the quality of one's education components of education. In education, evaluation is an integral part of an effective learning process. One of the most widely used evaluation tools is the evaluation section. The evaluation chapter helps provide clear guidance to students about evaluation criteria as well as give a clear picture to teachers about student progress.

In the learning process, the teacher performs an evaluation to determine the success of the strategy applied. One way of doing this is to give a test to measure the student's learning outcomes. Student answers are then evaluated on the basis of the evaluation section. It helps teachers to be more objective in evaluating student performance and reduces subjectivity in assessment.

Simply put, a section is defined as an assessment reference that shows a number of criteria for the display of the process or the result of the student's work. (Wulan, 2018). In the section there should be a description of the ability aspects/criteria and levels according to the mastery specified by using the score. For example, the level of mastery that is still less gets a score 1, mastery enough gets a point 2, either get a score 3, and a mastery very good gets the score 4 (Wulan, 2018). Based on this understanding, the use of headings can provide information to improve the learning process and evaluate the achievement of competence in learning. Thus, the section is used as a guideline for assessing the performance or results of the student's work consisting of scores and criteria to be met in order to the scores (Putri, Nyeneng, & Rosidin, 2016).

Several studies reveal that teachers have difficulty compiling assessment rubrics. Ernawati, (2022) states that ability teachers in developing assessment rubric is still lacking, teachers have difficulty adjust characteristics students with guidelines evaluation. Sometimes teachers just relying on his memory alone without bringing a guide assessment instruments (Kurniasih, Hamdu, & Lidinillah, 2020). On skills assessment usually done without using appropriate special instruments with such conditions assessment becomes subjective. Lack of teacher understanding regarding the assessment rubric causes teachers to use rubric that is already in the book teachers who are difficult to understand.

Rubrics can be adjusted to suit the abilities and maturity of students because it is more descriptive. Thus, the rubric is easy to understand and provide feedback more transparent and constructive. Rubrics help students to focus in learning efforts, producing quality work and assignments better to achieve better grades. With feedback directly to students about something they have or haven't done studied, so that it can be used as an evaluation for yourself and can improve the learning process and future career.

B. Literature Review

An evaluation section is an evaluation tool that provides an overview of the expected performance on each criterion for a certain value or result. A rubric is a systematic method for collecting data on knowledge and skills. Rubrics can be used to measure certain behaviors (Garfalo et al., 2016). In detail, the section is a scale assessment questionnaire with selected item responses (Haladyna & Rogríguez, 2013). The section provides specific expectations or performance standards for evaluating learning outcomes. (Stevens & Levi, 2013).

The main section of the section is useful as a tool for judgment and learning. The use of headings in the evaluation will give a real description of the students' abilities. The advantage of the headings is that they provide real information on access to the student's learning outcomes. Using headings can motivate the students to gain high access and know the shortcomings or advantages that have already been achieved. The section helps teachers with teaching activities in the classroom, helps coordinate teaching and values, and helps students learn (Brookhart 2013). With this section, students can know the learning goals to be achieved and the criteria for their learning goals.

The rubrics developed can be holistic, analytical, or a combination both of them. A holistic rubric is a construct that contains various levels work that describes the quality, quantity of a task, or all of it in the form of quantity and quality of work. The holistic rubric requires a person educators determine the level of work. An analytical rubric is a rubric that provide individual assessments for each criterion (Nurgiantoro, 2011). Holistic and analytical rubrics are the two most frequently presented rubrics. Rubrics can be categorized into task-specific or generic models (Haladyna & Rogríguez, 2013). Rubrics that are specific to an assignment refer to the model task specific. Rubrics are used for non-specific assignments but having criteria similar to

a specific task is called a generic model. Model task specifics are best used for classroom learning, whereas generic models are more suitable for use for tests and exams.

Analytical rubrics are constructs containing basic measures that are divided into several levels of work. Each part begins with a certain basic measurement that will be assessed and each section describes the basic level of work measurement. To add clarity to an analytical rubric, each topic measures basics can be subdivided into shorter and later statements followed by a related job description. The analytical rubric describes each criteria separately (Brookhart, 2013). On the analytical rubric, educators can provide different assessments according to each criterion.

There is no standard procedure for developing rubrics, because rubrics is a construct that refers to goals and expectations. Rubrics developed in one class will not apply to other classes. However check out the rubric of other classes is an important part of developing rubrics in the classroom. By checking rubrics from other classes you will find out how educators are describe performance levels for similar tasks and how educators meet the various needs of students. Assessment will be more relevant to students' lives and the real world. Rubrics provide more assessment accurate, fair, and more transparent evaluation values that can avoid prejudice personal and reduces worry about tasks (Reynolds-Keefer, 2010).

Rubrics help educators assess the quality of a participant's work educate. Rubrics also provide a clear framework for educators and educators guidelines for conducting assessments to identify levels of achievement criteria evaluated (Spence, 2010). Rubrics provide benefits to educators in evaluating all learning domains and preventing educators from giving biased assessment of students. Even though we use a rubric different, but the assessment results remain the same or are clearly standardized (Knight et al., 2010). Rubrics can encourage contact between educators and students, active learning, as well as providing fast feedback. Rubrics become tools which is effective for assessing the learning carried out. Limitations using rubrics for assessment is rooted in rubric construction. That matter because the writing of the rubric was not done well. The arrangement takes a long time, even though the costs are cheap. Educators don't yet know how to make a good rubric, as such the process will take too much time (Balqis, 2020)

C. Methodology

1. Research Design

This research use descriptive qualitative approach. The type of qualitative descriptive research is research methods that utilize qualitative data are then described descriptively and in an inclined manner using analysis. Descriptive research is shown to describe or describe something existing phenomena, both natural phenomena and human engineering (Pratiwi, Arharina, & Saputra, 2020; Yunitasari & Hanifah, 2020). This research focuses on activities describing the use of assessment rubrics used and components of the assessment rubric at SMP Negeri 3 Kolaka. Deep data collection This research refers to the results of an interview with one teacher which will later be analyzed regarding the components of the assessment rubric.

2. Instruments

Interviews used in this research is a semi-structured interview. Researchers have prepared draft questions later conducted interviews with all informants regarding the use of assessment rubrics in curriculum learning. Instruments that used is an interview guide. The instruments used are interview instruments to answer questions about the difficulties faced by teachers of biology subjects in compiling the assessment section. There are several things asked in the interview, namely teacher's understanding of the assessment section, experience using rubric, teacher obstacles in preparing rubrics, resource and time, understanding rubric aspects, training and support in preparing rubrics, and the influence of rubrics on learning

3. Technique of Data Analysis

This research uses data analysis including data condensation, data presentation, and retrieval conclusions and data verification (Miles, Huberman, & Saldana, 2014). Researchers initially transcribed results of interviews with all informants, namely Integrated Science teachers at SMP Negeri 3 Kolaka. Then the researcher presents the data and finally draws conclusions.

D. Findings and Discussion

1. Findings

The aim of this study is to find out how difficult it is for teachers to compile an assessment section. To find out the opinion of teachers, then conduct an interview.

a. Teacher's understanding of the assessment section

Research: "What's the teacher's understanding of the concept of the appraisal section?"

Teacher: "The teacher understands the evaluation rubrics well. The teacher argues that the assessment rubric as a tool that helps to give clear and in-depth feedback to the student, this assessment section can be used as one of the guidelines for achieving the learning goals that the teacher has designed".

Research: "The extent to which the teacher understands the purpose of the use of the rubric in the evaluation of the student's learning outcomes?"

Teacher: "Teachers have a good understanding of the use of the appraisal rubric. This is proved by teachers making these appraisals as guidance or guidelines for assessment of the student's learning outcomes so that assessment remains objective".

b. Experience using rubric

Research: "Did the teacher ever use the rubric before? If so, what's their experience?"

Teacher: "Yes, teachers always use the rubric section every time they check the student's learning outcomes, for example, when giving a question of double choice, the teacher uses the assessment section that has a criterion when the answer is correct then it is given a point=1, but for the assessment of the essay depending on the keyword,

Research: "What kind of tasks are most often evaluated using headers?"

Teacher: "Teachers are more likely to use the double-choice question because it is easier to score on each question and the evaluation is more objective, while the essay evaluation section is also easy to use, but the examination of answers takes a long time because each student has a different editing of the answers."

c. Teacher obstacles in preparing rubrics

Research: "Any difficult or challenges which teachers often face compiling a rubric?"

Teacher: "No difficulty (more easy)

Research: "What factors make the process making rubrics difficult?"

Teacher: "Nothing because of the teacher feels very easy at the moment prepare an assessment rubric".

d. Resource and Time

Research: "Are limited resources or time an obstacle in compiling a rubric?"

Teacher: "There isn't any"

Research: "How do teachers overcome these limited resources and time?"

Teacher: "The teacher never experienced difficulties when compiling assessment rubrics"

e. Understanding Rubric Aspects

Research: "How can teachers ensure that important aspects of assessment are covered in their rubrics?"

Teacher: "The teacher's way to ensuring is adjusting students' answers with an assessment rubric and suitability for purpose lessons that have been prepared on achievement indicators competency in the RPP".

Research: "The extent to which the teacher feels confident that the rubric was prepared reflects the assessment criteria clear and objective?"

Teacher: "Teachers feel confident that assessment carried out has been objective, even that assessment must be truly objectively appropriate with what is stated on assessment rubric and learning outcomes students, and minimize their existence subjective assessment element"

f. Training and Support in Preparing Rubrics

Research: did the teacher ever get training or support in compiling a rubric?

Teacher: Yes, teacher have carried out activities rubric preparation training assessment carried out by the Provincial Education Office Southeast Sulawesi.

Research: "The extent of training or such support helps teachers when compiling a rubric?"

Teacher: "Very helpful, because with training activities This teacher is more skilled and easier in Developing an assessment rubric even making instruments assessment instrument"

g. The Influence of Rubrics on Learning

Research: Does the teacher feel the rubric make a positive contribution towards the learning process student?

Teacher: yes, rubric is very helpful teachers to be transparent in providing assessments to students so that the principles objective evaluation is possible applied in the assessment of results student learning. Even with the existence of this rubric can be Teacher motivation materials for students to further increase morale learning, for example when The teacher always conveys the distribution of test scores assessment rubric for students, so that students know about which aspects need to be improved. This can also encourage students to be more motivated to learn.

Research: "How teachers measure impact of rubrics on improvement student learning outcomes?"

Teacher: "Teacher looks off results of achieving test scores student"

2. Discussion

The teacher believes that the rubric is an assessment guide the important one to use. Rubric is said to be a guide very appreciative good because through a rubric, students able to motivate his self to achieve existing criteria agreed, for example by dividing group tasks, and teach his friends, students also creative and discipline, by collecting tasks on time.

Teachers too must create an assessment rubric to be able to measure levels students' abilities in Study. It focuses on the character of the students themselves. The rubric functions as a guide assessment standards that must be filled with students assessed. Teachers should too look at the grading system that will be used to assess student. Grading system often pivots on curriculum and education policy applies. However, teachers too has its own challenges in the assessment system. Such as time difficulties due to many aspects assessed and the number of students assessed (Pranata. 2021).

Aspects of teacher assessment must be fair and objective. Fair and objective assessment can provide that information appropriately related to learning progress students, as material diagnose learning difficulties and stimulate him to do business repair. Rather, judgment which was done haphazardly will only cloud the quality education, no way used for repairs programs and activities learning, or use as a basis for taking the best decision like determination of class promotion or graduation at the educational level certain.

Educators often differ view of meaning of activity evaluate. For some teachers, judging is not a difficult matter. It's enough to remember student figure, equipped several exams or assignment, or departure from feeling happy or not happy then grades can be given directly. There is also the teacher assesses based on personal perception, proximity emotional and other factors nothing to do with learning. Though assessment without a clear basis detrimental to students, parents as well the teacher himself.

However, for some others, assessment activities is a job that is not light. Moreover, measuring achievement of learning processes and outcomes so that it meets the criteria of fairness and objective. Many aspects must be taken into account. Apart from having to understand the principles of fair assessment and objective, teachers are required to be skilled using a variety of methods, arrange instruments, analyzing the questions, determine scoring guidelines, and understand various techniques and the right concept according to the domain the assessment you want to measure (Sukiah, 2014)

Make very scoring guidelines necessary, especially for questions form of description in domain tests cognitive so that teacher subjectivity in giving a score can minimized. Drafting guidelines the score will also be very important when doing domain tests affective and

psychomotor participants educate, because since the test has not been done to begin with, teachers must be able determine attitudes and the participant's choice of action learn to master required competencies. Thus, training aims to train partner teachers to make it easier to create rubrics scoring according to field of study taught.

E. Conclusion

Teachers at SMP Negeri 3 Kolaka believe that assessment rubrics are a tool that helps provide feedback. Teachers already understand the use of assessment rubrics well because they have participated in training activities so they are more skilled and easier in preparing the assessment rubric.

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