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**Assessment on the Citizenship Education  
Learning Process (PKn) MI/SD Level**

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**ABSTRACT**

*This study aims to find out information on civics assessment in SD/MI. The research used is a descriptive method with a qualitative approach and a causal-effectual analysis model using a rational approach based on the results of a literature review (literature review). Literature study is an activity with the method of collecting data from various sources, both from books, journals or articles that are in accordance with the subject matter. The results of the study show that the Citizenship Education Assessment of SD/MI is an activity of collecting reports and using information about student learning outcomes in civics subjects by applying the principles of assessment, continuous implementation, authentic, accurate and consistent evidence. Assessment or called assessment is a process of gathering information to measure the results of knowledge, attitudes and skills of students using the principles of assessment.*

**ABSTRAK**

Penelitian ini bertujuan untuk dapat mengetahui informasi penilaian pada mata pelajaran kewarganegaraan di SD/MI. Penelitian yang digunakan ialah dengan menggunakan metode deskriptif dengan pendekatan kualitatif dan dengan menggunakan model analisis kausal efektif dengan memakai pendekatan rasional yang disusun berdasarkan hasil dari studi pustaka (*literature review*). Studi pustaka adalah kegiatan dengan metode pengumpulan data dari berbagai sumber baik dari buku, jurnal ataupun artikel yang sesuai dengan pokok pembahasan. Hasil penelitian menunjukkan bahwa penilaian pendidikan Kewarganegaraan SD/MI adalah suatu kegiatan pengumpulan laporan serta penggunaan informasi tentang hasil belajar siswa pada mata pelajaran kewarganegaraan dengan menerapkan prinsip-prinsip penilaian, pelaksanaan berkelanjutan, bukti-bukti autentik, akurat dan konsisten. Penilaian atau disebut *assessment* adalah suatu proses pengumpulan informasi untuk mengukur hasil pengetahuan, sikap dan keterampilan siswa dengan menggunakan prinsip penilaian.

## INTRODUCTION

Assessment has a very important role in the teaching and learning process: Assessment is a process that can be done with planning, assessment tools, gathering information with evidence that shows the acquisition of student learning outcomes. Assessment can be done in various forms such as: work assessment, written assessment, attitude assessment, and assessment of student work (Qodir, 2017: 5). The assessment process is a crucial factor in learning activities in addition to other factors.

Assessment aims to calculate and measure the level of achievement of student learning outcomes. Assessment can be used to see strengths and weaknesses in learning activities and also as a correction to learning activities that have been done. Another purpose of assessment for teachers is as a form of information to parents of students in the final semester and is written in the form of a report card. The purpose of the assessment for students is to find out how well students can understand a material. Assessment must be carried out systematically, consistently and programmed in oral and written forms, attitudes, manners, morals, and tasks that have been given by the teacher.

Assessment is a form of teacher success in learning activities, especially in civics education learning. Assessment of citizenship education is the same as other subjects. However, this assessment in civic education is more towards attitudes and behavior. The results of the assessment of this subject can be done in several ways, such as portfolio assessment.

Portfolio assessment is an activity to assess a student's work both individually and in groups. Portfolio assessment is not only as information on student work. But another purpose of this portfolio is as proof that the student understands the subject that has been explained by the teacher. An example of portfolio assessment in civics education lessons is like compiling a report on out-of-school activities, this activity will add insight, increase knowledge, attitudes and skills in civics education subjects.

With this assessment aims to encourage students to change for the better. Assessment is also able to encourage students to compete in deepening learning both in class and outside the classroom. All eyes must be able to provide an assessment in the form of an assessment of knowledge (cognitive), an assessment of attitudes (affective), and an assessment of skills (psychomotor). If related to the goals and functions of civics subjects, it is to make students have a sense of love for the motherland, to make good and intelligent citizens, to have good behavior, extensive knowledge and good skills.

Assessment of citizenship subjects must involve citizenship assessment divided into three types of assessment, namely cognitive, affective and psychomotor assessment. According to the regulation of the Minister of National Education Number 20 of 2007 regarding the standards for evaluating student learning outcomes at the elementary school level based on the principles of valid, objective, fair, open, integrated, comprehensive, sustainable, systematic, and accountable (Setiawan, 2013: 75).

At this time, the world of education in Indonesia really needs an assessment model in all learning, especially learning citizenship because assessment is an indicator of teacher success in the learning process. Assessment refers more to the process of assigning value to an activity, decision, process, person and object. Assessment is not always done through a measurement process but can also be done by comparing it with other criteria without the need to make measurements first.

Assessment of learning outcomes as the final round in learning has a very important role. The accuracy of the selection of learning outcomes assessment methods, the indicators used, and the types/assessment tools play a big role in the success or failure of the assessment process. Teaching objectives are generally always abreast of existing developments and strategies for learning activities that are always developing, assessment of learning outcomes should also develop for the sake of optimization in assessing the level of success of students.

Citizenship Education as one of the subjects in which there is a process of assessing learning outcomes is of course also experiencing developments. The types and assessment tools

used are of course different from other subjects because civics learning is more directed at attitudes and behavior. So from these problems an article was created that would discuss the assessment of citizenship learning. This is intended to achieve optimal learning objectives, because assessment is an indicator of teacher success in the learning process.

## METHODS

The method used in this writing is to use a descriptive method with a qualitative approach and by using a causal-effectual analysis model using a rational approach which is compiled based on the results of a literature review (literature review) because it describes the assessment of the learning process of Citizenship Education in SD/MI. While literature study is an activity with the method of collecting data from various sources, both from books, journals, or articles that are in accordance with the subject matter of the discussion (Assingkily, 2021).

## FINDINGS AND DISCUSSION

### *Definition of Assessment*

Understanding Assessment Assessment is a process that is not just limited to giving exams or determining grades. But an action taken by the teacher to ensure students have learned well or not. Forms of assessment can be like giving confusion or smiling students who understand the lesson. If you don't do an assessment, of course the teacher as an educator will not know whether the teaching method applied so far to students is effective or only makes it more difficult for students to follow the learning method provided.

Assessment of learning outcomes can be defined as activities carried out by a teacher by giving decisions regarding the achievement of learning outcomes followed by students. Data obtained during learning activities are then collected through mechanisms and evaluations that are synchronous using the competencies or indicators to be assessed.

It can be concluded that assessment is a method that is carried out continuously to measure students' understanding of the learning that has been given by educators. Assessments that can get changes and improvements as well as evaluations that will be carried out for the better. To obtain an objective and relevant assessment. Assessment is carried out to communicate meaningful facts about student learning or achievement.

Assessment is also not just to find out the achievement of student learning outcomes, but assessment can improve abilities in the learning process of these students. Very often the assessment is considered as a measure of student learning outcomes. Thus, this assessment is positioned as if it were an activity separate from the learning process.

Assessment can be divided into two, namely authentic assessment and alternative assessment. Authentic assessment is a form of assessment that is carried out thoroughly in which students are later asked to demonstrate the skills and knowledge acquired while participating in learning activities. Meanwhile, alternative assessment itself can be defined as an assessment of a student's performance or learning outcomes. This alternative reasoning also requires students to demonstrate a knowledge or skill they have and also requires students to be able to think critically in solving a new problem (Mahdiansyah, 2019: 48-63).

The reason educators use authentic assessment is that through authentic assessment educators can assess students' actions directly and educators also hope that later students can apply the disciplines given in their daily lives. Authentic assessment requires students not only to be consumers of knowledge but also requires students to manage the results of the knowledge provided by educators.

Authentic assessment combines teaching, learning, and assessment styles together. Here authentic assessment has the task of measuring the skills or abilities of students which will later be used as a learning tool. As a result, students can solve a problem and get assessment material and can carry out meaningful activities.

Some of the benefits obtained if educators apply an alternative assessment system in learning activities, namely with an assessment model like this can certainly encourage the

enthusiasm of students to work more actively according to their individual learning styles. This assessment can also erase the distance between different relationships and create a closer relationship between educators and students. Through an assessment method like this it will be easier for educators to measure the quality and expertise of students.

### **Assessment Purpose**

Assessment is one activity that has a purpose. The assessment is consciously carried out by the teacher, which aims to achieve student success in learning and also provides input to the teacher. The purpose of the teacher's assessment is to find out whether students have mastered the lessons taught by the teacher. Furthermore, whether the learning activities are as expected or not. Another purpose of the assessment is to deepen the lesson and to notify parents or guardians of students on grade increases or graduation. In learning activities, assessment aims to make decisions about student learning outcomes, understand students, improve learning programs that are not appropriate (Mahirah, 2017).

According to Chittenden in Asrul (2016) the purpose of the assessment is divided into four, including keeping track, checking-up, finding-out, and summing-up. This goal is explained by Arifin (2013: 15), namely Keeping track, is to know and trace the learning process activities that have been determined. Therefore the teacher must collect information related to the description of student achievement and progress. Checking-up, is knowing students' abilities in learning process activities and student deficiencies during these activities carried out.

The teacher must carry out an assessment to find material that students have understood or have not understood. Finding-out, is looking for student weaknesses and weaknesses in the learning process activities, so that teachers can quickly find solutions. Summing-up, is summing up the results of student understanding and used by the teacher as a form of information on learning progress to interested parties.

### **Assessment Techniques and Forms**

Techniques and forms of assessment can be grouped into two forms, namely the form of test assessment and the form of non-test assessment. The form of test assessment in general, the form of test assessment is divided into two, the first is the assessment in the form of subjective tests and the assessment in the form of objective tests. Subjective test is a form of written test or commonly known as essay and description test. This essay test is a form of assessment that is widely used by teachers.

This descriptive or essay test can be divided into two forms, namely free or open form description tests, limited form description tests (Asrul, 2016). Objective test, is a form of test in which the questions are in the form of true-false, matchmaking, multiple choice, and complete answers. Forms of non-test assessment Non-test assessment forms include attitude assessment, direct questions, skills assessment, and portfolio assessment. Attitude assessment is an expression of the values and views of life experienced. From the attitude will produce actions and behavior in accordance with the wishes.

Attitudes are divided into several components, namely affective components or feelings, cognitive components or beliefs and conative components or tendencies to behave and act in certain ways (Ahmad, 2013: 79). In learning activities, things that must be assessed through learning object attitudes include attitudes towards learning material. Students must have a positive opinion of what will be learned. In a positive attitude that exists in students are able to foster enthusiasm, and will understand the material being taught.

In addition, attitudes towards teachers and attitudes towards the learning process. In this case the attitude assessment can be done in three ways, including behavioral observation, direct questions, and personal reports. Portfolio assessment, what is meant by this assessment is an assessment based on students as a result of participating in the learning process. Portfolio assessment is used with techniques in the form of collecting some of the results of work or student learning outcomes in any case to obtain information about students' interests and

talents.

Portfolios can be a reference for developing students' achievements and abilities based on the work they produce. Product assessment, product assessment is an assessment of the ability to produce an item or product. This assessment is not seen from the results of the product that has been made, but also from how the product is made. This product assessment is in the form of an assessment of the student's ability to produce a product such as: food, paintings, drawings and other works of art. Self-assessment, self-assessment is a form of assessment, in this assessment students are expected to be able to become independent individuals.

One of the implementations is to provide self-assessment of the processes and achievements that have been achieved in certain learning. The use of this technique is able to have a good influence on the development of student personality, this influence can be in the form of students having high self-confidence about themselves, because they have been able to give self-assessments, students will know their strengths and weaknesses, this can be known from the self-assessment process.

Furthermore, students will be trained to have high honesty, which can be seen from their objective attitude when conducting assessments. Utilization and follow-up of the results of the assessment can be used to find out how the abilities and development of students. In addition, the results of the assessment can also provide an overview of the level of success of education in educational units based on the results of the assessment, steps or efforts can be determined to improve the quality of the process and learning outcomes by educators, educational units, parents, students, and the government.

Assessments carried out by educators with the aim of obtaining value for filling in report cards, this assessment is the result of an analysis of knowledge assessment in the form of information about students who have achieved KKM and also students who have not reached KKM. Students who have reached the KKM will be given enrichment while students who have not reached the KKM need to be followed up with remedial. Remedial learning can be done by providing re-learning but with different media and methods, providing individual guidance to students who must be remedial, providing special training, starting with exercises according to their abilities.

## CONCLUSION

Based on the results and discussion of the research above, it can be concluded that the assessment of Citizenship education in SD/MI is an activity of collecting reports and using information about student learning outcomes in civics subjects by applying the principles of assessment, continuous implementation, evidence -authentic, accurate and consistent evidence. Assessment or called assessment is a process of gathering information to measure the results of knowledge, attitudes and skills of students using the principles of assessment.

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