

Class Assessment, Problems in Learning Physics in Senior High School

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Abstract— The ability to conduct classroom assessment is one of the competencies that must be possessed by the teacher. The implementation of class assessment should be able to record students' activities during the learning process. Nevertheless, The implementation of the class assessment is applied at the end of the learning process, so student learning outcomes on the learning material that have been delivered during the learning process cannot be described completely. Identification of the problems of class assessment in learning physics at senior high school was made to find the solutions in an effort to improve the quality of assessment during the process and results of learning physics. The research method was used as a descriptive qualitative. The technique of data collection was carried out using questionnaire instruments conducted in April 2019. Respondents included 71 senior high school physics teachers in the province of Lampung. The results showed that only 17.1% of teachers knew and applied the assessment during the learning process. Based on the results of the study, it can be identified that the teacher has problems in applying classroom assessments, including the lack of understanding of the teacher in applying the assessment during the learning process, lack of trained teachers in carrying out the assessment and having no assessment instruments.

Keywords: *class assessment, learning process, senior high school*

I. INTRODUCTION

The importance of classroom assessment when the learning process takes place is something that needs serious attention because the assessment is an integral part that is inseparable from the learning process. Assessment for learning is the idea that classroom assessment must support ongoing teaching and learning [1]. Class assessments conducted by teachers were identified as important factors in improving student learning [2]. Teachers have an important role in conducting classroom assessments. The role of the teacher has been a major concern in recent decades. Started from using assessment as an objective of accountability [3], using assessment as a broad introduction off policy and apply assessment to learning principles in curriculum and assessment [3] [4].

Assessment is one of the external factors that are very important in influencing the implementation of learning and evaluation [5]. But the class assessment process has been carried out as if separate from the learning process and stands alone so that not infrequently the expected learning outcomes were not optimal. Learning outcomes can be optimal. At least there are changes in the learning process undertaken by the teacher, including the assessment process, which is an integrated and integrated assessment process in the learning process. The class assessment consists of assessments before and during learning to find what is needed by students. It is designed to explore information about students' learning activities and experiences. Feedback received by students is the result of their work to improve further learning in a broad scope [6]. Therefore, teachers need to understand the problems in class assessment [4] [7] [8]. Besides, teachers need to reflect on their ability to make changes and how their assessment of practices can impact society, institutions, and individuals [4].

Professional development in the field of assessment must be prepared by the teacher [9], because the ability to conduct assessments is one of the main factors in the success of teacher professionalism. However, in the implementation of learning in class has various assessment problems, including the assessment is only done at the beginning or end of learning, so that student learning outcomes of learning material that has been delivered during the learning process can not be described in full. The teacher's understanding in-class assessment is very much needed, given its existence and the importance of a more inherent and incidental form of assessment [3] [11] [12].

This research is the first step to identify classroom assessments and problems of high school physics learning and efforts to overcome the problems faced by high school physics teachers in Lampung Province. The information obtained is useful to find out the constraints of implementing class assessments that are difficult to carry out during the learning process and are not well understood so that teachers can conduct classroom assessments during the learning process to obtain optimal student learning outcomes.

II. RESEARCH METHOD

The research method was used descriptive qualitative, and data collection techniques were carried out using a questionnaire instrument conducted in April 2019. Respondents included 71 high school physics teachers in Lampung province.

Documents were collected and analyzed in the form of lesson plans and assessment instruments. While the data collected using a questionnaire instrument then performed an analysis of qualitative analysis techniques so as to obtain conclusions related to classroom assessment and high school physics learning problems.

III. RESULTS AND DISCUSSION

The results of data collection in this study are categorized based on several questions, including questions of the teacher's initial knowledge regarding the implementation of classroom assessments during the learning process, questions that identify teacher knowledge about the implementation of classroom assessment should be done.

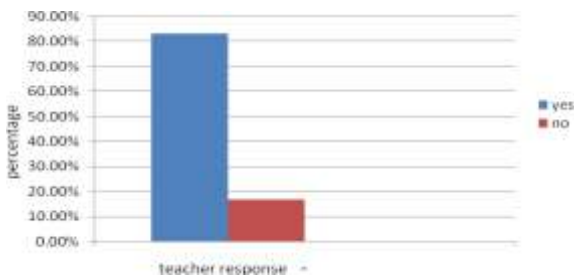


Fig. 1. Teacher's knowledge about carrying out classroom assessments during the learning process

Figure 1 shows that most teachers already know about the implementation of classroom assessments during the learning process, meaning that in the initial knowledge, the teacher has obtained information about class assessments, but for the implementation of classroom assessments during the learning process only a small proportion have carried out them, the teacher's knowledge about when the class assessment is performed is shown on Figure 2.

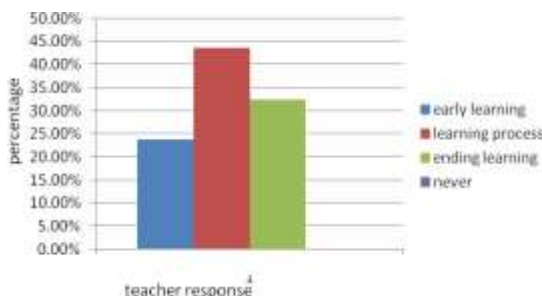


Fig. 2. The implementation of teacher's knowledge in classroom assessments during the learning process

Figure 2 shows that teachers who actually carry out classroom assessments during the learning process are less than 45%; the rest answer is done at the beginning and end of learning.

Based on Figure 1 and Figure 2, it is found that the inconsistency of teachers regarding the implementation of classroom assessment, means that in Figure 1 many teachers already know the implementation of the class which is more than 80%, but in Figure 2 it is known that only a small proportion of teachers carry out assessments during the learning process.

The results of the document analysis show that there are still many teachers only assessing at the beginning (Figure 3) and the end of learning (Figure 4), while assessments during the learning process are still very rarely carried out or even have not been carried out at all. Not yet implemented the assessment during the learning process takes place is due to several reasons including minimal time allocation, lack of assessment instruments, and ignorance of teachers how to carry out classroom assessments during the learning process.

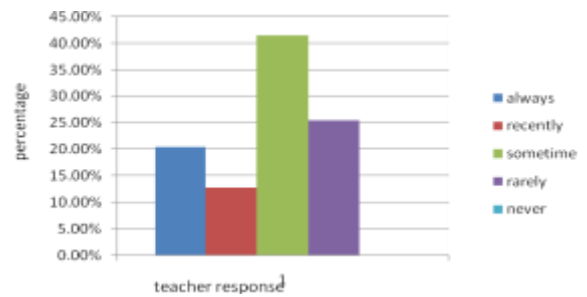


Fig. 3. Implementation of class assessments at the beginning of learning

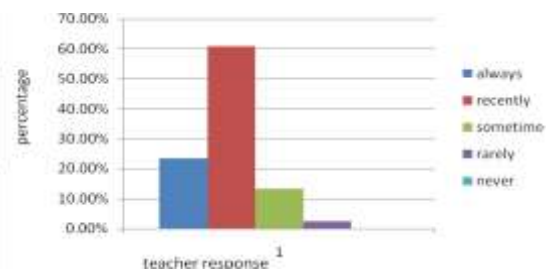


Fig. 4. Implementation of class assessments at the end of learning

Based on the research data, there are three conditions related to classroom assessment teachers, there are teachers who know class assessments at the same time have done it, there are teachers who know the classroom assessment but have not done it, and there are teachers who do not know the full class assessment. This relatively high number is still unfortunate, given the importance of classroom assessment in improving student learning achievement.

IV. CONCLUSION

Based on the results of the research data it is known that the implementation of classroom assessment that has been taking place so far has not yet been fully implemented. This can be caused by several factors such as teachers still experiencing difficulties such as lack of time, and also the unavailability of assessment instruments. Based on the results of this study, it can also be seen that follow-up needs to be done to overcome existing classroom research problems in order to improve and also improve student learning achievement as expected..

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