Assessment for Learning: Changes in the Role of Assessment in Learning

Tatang Mulyana[1], Surti Kurniasih[2], Didit Ardianto[3]
[1,2,3] Universitas Pakuan, West Java, Indonesia

ABSTRACT

The purpose of this research is to describe the state of assessment for learning (AfL) in science learning. The research is conducted in February 2021. This research was conducted with a descriptive method using data collection techniques, namely a survey via google form. Before the instrument is used, calibration and testing are carried out and the test results of all items are declared valid and reliable. The results showed that the teacher agreed to the use of Assessment for Learning (AfL) in science learning, which could activate the learning process and accelerate the achievement of goals. In addition to the use of Assessment for Learning (AfL) in science learning, teachers also answered effectively in developing students' literacy skills according to subject coverage. Assesment for Learning (AfL) provides an overview of how students learn and achieve learning goals effectively that can be reported to students' parents. The obstacle in implementing assessment for learning (AfL) is that teachers still find it difficult to compile and develop assessment-based learning designs that are in accordance with process standards, so that most of these teachers adopt learning designs that are already available from various sources, so that the role of assessment is not yet a an integral part of the teaching and learning process

INTRODUCTION

Assessment describes an integral part of learning. Assessment describes the necessary factors of the process of learning activities. Assessment includes gathering information through various assessment methods and making decisions based on the results of these assessments. Science education for the 21st century Over the past decade, student-centered approaches to teaching, learning and assessment have become an important part of the curriculum reforms that have been gradually implemented in science and technology education (Spector et al., 2016).

The current reform emphasizes the relationship between teaching, learning and assessment processes in creating meaningful learning. The main goal of the reform is to enable students to interpret information, make connections between facts, think about their learning process and organize their learning (Lasry et al., 2014).

Improving the quality of teaching in the classroom that raises scientific literacy skills is needed to improve students' scientific literacy skills (Sulhadi, 2017). Learning is conceptualized as a process of character change as a result of individual relationships with their environment. Acording to While learning is an activity that takes place through levels, arrangements, implementation, and assessment (Hanafy, 2014).

In classroom learning, teachers have two main goals, to lead students to reach the minimum competency limit and develop students' literacy skills according to the scope of the subject. For it reason, a teacher needs to design indicators represent the condition of students. Both indicators that students pass the minimum limit and need enrichment as well as indicators the minimum and remedial limits have not been achieved.

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