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**THE TEST AND LATTICEWORK DESIGNING AS ASSIGNMENT FOR PUPILS OF LEARNING
EVALUATION CLASS**

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Abstract. This study describes the learning assessment be used to measure the cognitive and psychomotor domains for pupils focusing on learning evaluation class. It explores cognitive domains pupils especially when they do the assignments to design the objective test from the materials during learning before. In addition, their psychomotor domains will also be explored on the objective test and latticeworks designing, this activity is a provision of skills for prospective teachers. The task is conducted with takehome with limited time approximately 5 days. This aspect is in line with the competency-based assessment that is oriented to the level of mastery of competencies that have been targeted in the syllabus. The Assignment is used as an effort to measure the success of the learning process that has been going on, which can not be separated from 9 principles of assessment (learning assessment) listed on the regulation of the minister of education and culture of the Republic of Indonesia number 23 of 2016. This assignment has several positive impacts, including 1) the creation of a learning community – social interaction; 2) efficient, economical and practical; 3) role of lecturer, such as give some feedbacks for pupils on assessment that has a big effect on the learning of future learners; 4) the assessment based on 9 principles of learning assessment.

Keyword: Cognitive-psychomotor domains; learning assessment.

A. INTRODUCTION

The 2013 curriculum has been used in Indonesia where it also regulates related educational assessments. This assessment of education is vital to all stakeholders not only teachers as educators but also learners as testee, in addition to policy stakeholders in schools also have a big part in designing assessment standards to be determined by each educational unit. In an effort to improve the quality of education, the school should pay attention to the quality of human resources owned, but it must also pay attention to the quality of learning, in this case, is also associated with the assessment system used. The quality of learning and assessment systems are two interrelated matters. A good assessment system will certainly encourage educators to run the learning process well and full of quality. So in an effort to improve the quality of education required a good assessment system.

Developing the potential of learners optimally is already part of the goal of the learning process at every level of education. In the learning process, there is an assessment, the assessment can be stated thoroughly if during the learning and at the end of learning learners are able to achieve the competencies that have been determined from the beginning. Competencies that must be achieved learners there are 3 domains, namely cognitive, affective and psychomotor.

In college, the assessment refers to the Permendikbud Republic of Indonesia number 73 the year 2013. The achievement of competence in every level of Indonesia National Qualification Framework (KKNI) is described in attitude, mastery of knowledge, general skill,

and special skill. In other words, the achievement of competence applied in college includes affective, cognitive and psychomotor domains. If we look at some of the educational courses in every university in Indonesia, course study program has a course of evaluation of learning on the curriculum listed in one semester. This course bridges prospective teachers (learners) to prepare themselves to explore all the competencies they have, especially in the aspect of "how to assess the learning outcomes of learners?" Which in this paper will be focused on how to create an instrument to explore the potential prospective learners and develop their potential in terms of exploring the ability to assess, in this case designing of tests, lattice, key answer and scoring guidelines.

1. Test and Lattice Designing for Learning Evaluation Course

The course of learning evaluation is one of the subjects that equip the competence of learners as prospective teachers in the aspects of learning assessment skills. It is true to say that evaluating not only measures, assesses and knows how to analyze the items that have been made but also how to follow up the evaluation results themselves. Gilbert Sax (in Arifin, 2009: 5) suggests that evaluation is a process of thinking through the giving of values or decisions made from various observations, backgrounds, and training of evaluators. While measurement is only a small part of the evaluation. Ebel (1972) suggests that measurement is a process of assignment number to the individual persons of a set of objects or persons for the purpose of which they possess the characteristic being measured. If any characteristic of persons or things can be defined clearly so observed differences between them can be verified characteristically is measurable. A more defined type of measurement involves the comparison of standard character for measuring that characteristic.

When educators want to do an assessment it is necessary to have a synchronization between the syllabus with the instruments that will be used to designing the tests against learners. The existing syllabus shows that the Course of Evaluation of Learning aims at the end of the lecture of the students able to master the principles and techniques of learning evaluation and practically able to implement, plan and evaluate learning. So also presented by USASA team (2016: 8) that "Good assessment requires a clear articulation of purpose, requirements, standards, and criteria. The assessment works best when the students have a clear understanding of assessment expectations. Assessment criteria must be clear and explicit so that students know what is expected of them for each assessment task ". So on the basis of this is the need for the preparation of instruments to measure the cognitive and psychomotor domains of pupils course starting from the understanding of the material through group exposure. Furthermore, the existence of the project undertaken by students, feedback on assignment projects, improvements to the analysis of tests that college students. In line with USASA team (2016: 8) they explain the interim of the essential of feedback:

"Good assessment practice gives students timely feedback on their learning. Quality feedback is clear and constructive and enables students to make sensible judgments about modifying aspects of their academic performance to meet course objectives. Feedback should enable students to understand their level of development of the required skills, their mastery of the understandings of their respective activities".

Each meeting 150 minutes as much as 16 times the learning meeting, who teacher by the author (Nurul Aisyah). The first lecture with duration 50 minutes * 3 Sks used for explanation of learning contract, agreement of learning rules until the distribution of group discussion especially for the performance of presentation. The second lecture is the introduction of learning evaluation material. Lectures 3-14 are used for presentations, class discussions and on assignments in the process as educators as facilitators and evaluators. The lecture takes the exam three times, the first performance of presentation and designing the paper. The second test, the test and latticework designing. The third test in the last semester analyzes the test.

This assignment becomes a very valuable learning for learners, which by doing the tests, lattice, key answers, and scoring guide designing. They will experience by themselves how to create a table of specifications, analyze the syllabus and share the material equally into each division items. In this case the educator facilitates several things, including 1) instructing the assignment, which is an individual task done for 4-6 days which is takehome; 2) provide a material-related syllabus that the learners must arrange; 3) determine what materials will be compiled in the table of specifications in the designing of tests; 4) distributing tasks, in which case the educator determine 1 class coordinator (not the class leader) who handles the entire course of the task from distribution to task collection. To make distribution and collection the task become easy and more simple, so educator using e-mail; 5) remote monitoring; 6) correcting together in class session; and 7) give feedback to learners related to their work.

An assignment is meaningless without an assessment of the educator as an evaluator. This assessment uses criteria derived from competency standards and basic competencies in this course, which are outlined in measurable indicators.

Table A.1 Scoring Table

No.	Measurable Aspects	Score achieved			Note
Affective Domains		√	√√	√√√	
1.	Discipline of time				
2.	Responsible				
3.	Cooperation				
Cognitive Domains		(Ideal Score=100)			Perfect Remedial
1.	Arrange the task according to instructions				
2.	Conformity between lattice, questions of test, answer key and scoring guidelines				
3.	The suitability of the instructions used in the question				
4.	The distribution of items on the material is done evenly				
Psycomotor Domains					
1.	Skillset the table specifications				
2.	Skill to make a problem				
3.	Skillset key answer				
4.	Skillset scoring guidelines				

This assessment uses benchmark references. Benchmark Reference Assessment (Arifin, 2016: 235) is used to measure the exact objectives or competencies that have been defined as the criteria for success. The benefit of using this assessment is to improve the quality of learning outcomes, as learners are required to achieve an ideal standard that is complete with an ideal score of 100. In addition, this assessment also bases on the 9 principles of assessment (on learning assessment) on the regulation of the minister of education and culture of the Republic of Indonesia number 23 the year 2016.

2. Impact Assignment Assignment of Tests and Grids on Lectures

Various positive impacts, such as:

a. Interaction between students in the framework of social interaction

The take-on assignment opens opportunities for learners to build peer learning societies outside the classroom within 4-6 days. This shows the creation of a learning community. Peter Jarvis said:

"However, education is social and both public and private, depending on the provider, whereas learning is something that is individual and private. Education is designed to

provide specified learning opportunities and is institutionalized, either as state institutions (public) or as corporate ones (private). Both forms of institution emphasize the knowledge necessary for the work-force to compete".

b. Efficient, Economical and Practical

Assignments are implemented in the learning evaluation class can be said to be efficient, economical and practical because, in the distribution of tasks using e-mail, in addition, it is face-to-face in the class in the instruction of this task. Economically visible from learners as well as department parties do not need to spend budget for paper expenditure. In addition, the dynamics of learning can be realized in the classroom or outside the classroom. In the classroom can be done with the discussion or reciprocity between educators to learners, outside the classroom is done by e-mail or whatsapp group between class coordinators with educators or among learners.

c. Role of Lecturer (Educator)

Lecturers have role important in the educational process. They can be facilitator, motivator, educator until evaluator. This role has correlated with feedback in the learning process. Feedback is one of the most important aspects of the learning process. It enables pupils to make timely and informed judgments about their performance so that subsequent assessment can be undertaken with improved likelihood of success.

Feedback can be provided in a variety of ways, including:

1. Model answers to questions
2. Verbal comments to individuals and/or a class
3. Comments via email and/or online forums, to individuals and/or a class
4. Comments on presentations and participation in class discussions
5. Preliminary discussion about an assessment task
6. Written feedback on the draft of an assessment task
7. Written comments on feedback form
8. Via UniSA's electronic assignment management system within learn online. (USASA team, 2016)

In this assignment is using the verbal comment for pupils on the class meeting. Additionally, educator gives some comments via email to individually pupil. Next, Pupils have to do the remedial especially to assignment as the mastering of prospective teachers skill.

d. Assessment

This assessment is able to diagnose the ability of learners in various assignments and their learning activities. Sudrajat (2008) argues that assessment aims find out the problems or learning difficulties experienced by learners. Without an assessment of the learning process, the ability and problems of the students are difficult to diagnose and difficult to measure. McColskey and Sullivan (2000) say the assessment has to be based on learning goals, reflect your purposes, and the purposes of your instruction. The high score of the score obtained by the learner depends on the criteria used by every educator in their educational institution. Sudjana (2014: 3) states an assessment as a process of assigning or assigning the value to a particular object based on a certain criterion. The process of granting these values takes place in the form of interpretation that ends with judgment. Interpretation and judgment are assessment themes that imply a comparison between criteria and reality in the context of a particular situation. A similar opinion is expressed by Griffin & Nix (1991, p.4) that an assessment is a statement based on a series of facts to describe some characteristic of somebody or something. the teaching and learning process. It is not limited to student characteristic, as are some definitions. Characteristics of teaching methods, curricula, facilities, and administrations.

Carroll (1994, p.6) said the assessment is not only an integral part of teaching and learning, it should not be seen as a separate process even in the form of examinations and other summative assessments. It should be seen as part of a teaching assessment evaluation cycle,

which is the teaching and learning of the teacher and pupil for teaching objectives (formative assessment), to affect the action in teaching-learning context and for curriculum and teaching evaluation. The above descriptions, indicating the extent of the meaning of the assessment, then the assessment can be concluded as the process of collecting information to determine the achievement of learners learn that done regularly and sustainably. The assessment in this study focused on the assessment of learning outcomes. So in the assessment of the assignment of the test and grid preparation using 9 principles of assessment (learning assessment) listed on regulation of the minister of education and culture of the Republic of Indonesia number 23 of 2016; 1) Objective; 2) true; 3) fair; 4) integrated; 5) open; 6) comprehensive; 7) systematic; 8) reference criteria; 9) accountable.

B. CONCLUSION

The purpose of learning is to educate learners. In this case, especially for prospective teachers on learning evaluation course. The learner is expected to be able to perform one of his duties in the world of work in the future, which is able to design tests, lattice, key answers and scoring guidelines. So this assignment is important to be held. It is can measurement cognitive and psychomotor domains. This assignment has several positive impacts, including 1) the creation of a learning community – social interaction; 2) efficient, economical and practical; 3) role of lecturer, such as give some feedbacks for pupils on assessment that has a big effect on the learning of future learners; 4) the assessment based on 9 principles of learning assessment. To sum up, test and lattice designing are a choice of good assignment for pupils as teacher prospective.

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