

## Evaluation Model for Indonesian Language Learning at MTs Miftahul Khoir

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### Abstrak

Penelitian ini menjelaskan tentang model pengembangan dan evaluasi pembelajaran dalam mata pelajaran bahasa Indonesia di MTs Miftahul Khoir. Tujuan utama penelitian ini adalah untuk mengeksplorasi model pengembangan dan evaluasi pembelajaran sebagai upaya meningkatkan kualitas siswa dalam memahami pelajaran bahasa Indonesia. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Metode pengumpulan data melibatkan wawancara, observasi, dan dokumentasi. Analisis data dilakukan melalui tiga tahapan: reduksi, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa 1) model pengembangan pembelajaran Bahasa Indonesia di MTs Miftahul Khoir melibatkan model membaca, menyimak/mendengarkan, menulis, dan berdialog/berbicara, 2) evaluasi model pembelajaran dilakukan dengan ulangan harian, ulangan tengah semester, kuis cepat, serta melalui hasil diskusi dan tanya jawab pada siswa. Kepala sekolah terlibat dalam kunjungan kelas dan melaporkan hasil belajar di akhir semester sebagai bagian dari evaluasi pembelajaran, sebagai upaya untuk meningkatkan kemampuan dan prestasi siswa dalam bahasa Indonesia.

**Kata Kunci:** *Bahasa Indonesia, Evaluasi Pembelajaran, Model Pembelajaran.*

### Abstract

This study explains the model of learning development and evaluation in Indonesian subjects at MTs Miftahul Khoir. The main objective of this study is to explore the learning development and evaluation model as an effort to improve the quality of students in understanding Indonesian lessons. This study used a qualitative descriptive approach. Data collection methods involve interviews, observation, and documentation. Data analysis is carried out through three stages: reduction, presentation of data, and drawing conclusions. The results showed that 1) the Indonesian learning development model in MTs Miftahul Khoir involves reading, listening/listening, writing, and dialogue/speaking models, 2) Evaluation of the learning model is carried out with daily tests, midterm tests, quick quizzes, and through the results of discussions and questions and answers to students. The headmaster engages in class visits and reports on learning outcomes at the end of the semester as part of the learning evaluation, in an effort to improve students' abilities and achievements in Indonesian.

**Keywords:** *Indonesian, Learning Evaluation, Learning Model*

### Introduction

Teachers are the most determining element of the entire education system. Law Number 14 of 2005 concerning Teachers and Lecturers regulates that the main duties of teachers are to

educate, teach, train and direct, assess and evaluate students. Apart from teachers, the learning process is a process that also determines the success of a student's learning process. Learning can also be understood as a planned effort to utilize learning resources to create a good learning process so as to produce good learning outcomes. According to Trianto (2011:85), learning is an effort to make students learn or a teaching activity.

Learning is a process that is deliberately designed to encourage students to be actively involved in the learning situations that have been prepared. Sagala (2003:62) states that learning involves a carefully planned role of the teacher to ensure the learning process is active and directed, while paying attention to learning resources.

Language has a very important role in the intellectual, social and emotional development of students. Language skills play an important role in successful learning in all aspects of education in Indonesia. With Indonesian language lessons, it is hoped that students can understand the national language and Indonesian culture. Indonesian language education can be successful if teachers can adapt teaching methods to students' needs. Indonesian is one of the main subjects in the education system in Indonesia. The reason is because Indonesian is tested in the National Examination. So that it attracts greater attention from teachers and school officials.

Based on the results of the interview, it was concluded that the Indonesian language learning model had experienced development, but adjustments were needed by the teacher to suit the students' level of understanding. In this situation, the teacher states that the level of students' understanding varies, in other words, not all students are responsive to the material being taught. One of the challenges faced by teachers in obtaining maximum results from the learning model that is being implemented.

Learning model refers to the style or method used by a teacher in the teaching and learning process. Model education is a technique or delivery method applied by teachers in the educational process to achieve educational goals. According to Krissandi and his colleagues (2018), several types of learning models include learning to read, listen, write and speak. Supriyadi (2013) believes that learning Indonesian has the aim of presenting knowledge, forming attitudes and developing skills. In the context of teaching and evaluation, the first step in measurement is to provide clear feedback about learning outcomes so that improvements can be made in a directed and systematic manner. Evaluation can involve a variety of methods, including tests and non-tests, such as exams and quizzes to see student achievement. On the other hand, non-tests can also include recording the results of student discussions and question and answer interactions between students and teachers. It is also stated that notes on meeting results and question and answer interactions are supporting tools that are used as the main assessment method used by teachers.

Therefore, it is important to develop learning models and evaluate learning in related subjects so that students can better understand the subject matter and achieve better learning outcomes. This research was conducted to investigate the development pattern of Indonesian language teaching methods for Class VII students at MTs. Miftahul Khoir examines learning evaluation as part of steps to improve student learning achievement in Indonesian language subjects.

The difference between this research and previous research conducted by Ariyana (2019) is that the previous research focused more on assessing Indonesian language and literature learning, while this research focuses on learning development models and learning assessment in Indonesian language classes. Based on this phenomenon, research is needed to be able to describe learning models and evaluate learning of Indonesian language subjects in class VII at MTs. Miftahul Khoir.

## Method

The research method used in this research is descriptive qualitative. The data gathering method in this research involves interviews, observation and documentation carried out at MTs. Miftahul Khoir comes from interviews with Indonesian language educators about various methods for improving and evaluating Indonesian language learning. There are three data processing methods which include simplification, presenting information, and drawing conclusions.

## Result and Discussion

In the data collection stage, the researcher chose to use interview, observation and documentation methods as an approach to analyzing the Indonesian language learning model in class VII MTs Miftahul Khoir. Observations were carried out in accordance with the Indonesian language teacher's teaching schedule, while data was obtained through interviews using instruments as a guide. Apart from that, the documentation method is also used by taking several pictures during the teacher's teaching process.

The development of Indonesian language teaching or learning models continues to experience significant evolution. This effort is seen as an important step to consistently improve students' ability and understanding of Indonesian. In this domain, several Indonesian language learning models have been identified, such as teaching models for reading, listening, writing and speaking. All of this is part of a strategy to achieve more effective and comprehensive educational goals in the context of Indonesian language learning at the secondary level.

This research focuses on analyzing the Indonesian language learning development model at MTs Miftahul Khoir, especially at the class VII level. Based on interviews with Indonesian language teachers, researchers found that before implementing learning, teachers planned activities using a Learning Implementation Plan (RPP) that had been approved by the school principal. The teacher also explained that evaluation is used as a tool for assessing the learning process, aiming to measure students' understanding of subject matter and the extent to which teachers are involved in developing learning models.

To provide a more detailed picture of the learning development model for Indonesian language subjects in class VII MTs Miftahul Khoir, the research results are presented in the following data:

1. Class VII Indonesian Language Learning Development Model at MTs. Miftahul Khoir.

Based on information from interviews with class VII Indonesian language teachers at MTs. Miftahul Khoir, it can be concluded that they have implemented a learning model in Indonesian language learning activities. However, according to the teacher, the model has not yet reached the optimal level. This obstacle is caused by several factors, including limited facilities and infrastructure, as well as the role of students which also influences the teacher's ability to develop learning models to achieve the desired learning goals. The following is an overview of the Indonesian language learning development model that has been implemented by teachers at MTs. Miftahul Khoir.

- a. Reading Teaching Model

The results of interviews conducted with Indonesian language teachers at MTs Miftahul Khoir show that the reading teaching model has been implemented for a long time. Teachers carry out this teaching model individually and in groups. This group activity is carried out with the aim of students being able to brainstorm if there is reading that they do not understand before discussing it with the teacher. This is done as a form of overcoming the problem of lack of facilities needed when teaching. According to him,

with this model students are trained to broaden their horizons or knowledge from the results of reading. Apart from reading being a source of knowledge and insight, by reading students are expected to have the skills to know the main content of a piece of writing, understand the intent and meaning contained, and have the skills to read quickly and then reinterpret it in the students' own language. Reading is a language skill with the meaning of understanding an idea or ideas (Krissandi et al, 2018). By mastering learning, it means that there is a process that is organized and managed in such a way with the aim of improving the quality of student learning (Ariyana, 2019). According to Brown (2008) teaching or education is the ability or acquisition of knowledge about a subject or skill through study, experience or instruction.

b. Listening Teaching Model

The observing/listening teaching model is also applied by Indonesian language teachers during the learning process. According to the teacher's explanation, there are various skills that students can acquire through this model, one of which is the ability to listen and respond. In its implementation, the teacher prepares reading material that will be read by the teacher or asked students to read it themselves. Students then carry out activities to pay close attention to the reading that has been read, and directly, they obtain relevant keywords from the reading. Based on the results of interviews with Indonesian teachers, the teacher also involved continuing stories, where students were asked to continue the story that was being read. This aims to develop students' thinking more broadly regarding the material they are reading. The teacher also explained that in the listening teaching model, students are involved in mutual respect activities, where they are required to be quiet and listen to each other. This model provides opportunities for students to take turns expressing their opinions or ideas. However, teachers mentioned that there were obstacles in implementing this model, such as asking students for permission to leave the classroom or students who were still doing other activities besides listening. According to Abidin (2012), listening teaching is a series of student activities in understanding messages and information in listening materials with teacher guidance. This model requires active involvement of students in practicing various abilities to capture and understand spoken language. The application of the listening teaching model by Indonesian language teachers helps students understand messages conveyed in spoken language. This contributes to understanding the meaning implied in speech, which then makes it easier for students to express their thoughts both in writing and orally. In conclusion, this model allows students to respond appropriately to conversations and be able to summarize the information they hear.

c. Writing Teaching Model

Through interviews with Indonesian language teachers, it is clear that the writing teaching model is a common approach used by many teachers in teaching Indonesian language subjects. Teachers emphasize that writing skills play a central role as the main foundation for developing students' language skills. Writing skills are considered the first step that students must take in the learning process, especially in the context of Indonesian language lessons. Rosita's (2018) opinion emphasizes that writing skills are the main activity in a student's learning journey, especially in the realm of Indonesian language learning. Through writing activities, students are expected to be able to express their ideas by involving active and direct participation.

The Indonesian teacher explains that by using the writing teaching model, students can effectively express their thoughts and ideas. Writing skills provide opportunities for students to convey their thoughts and ideas through various forms of writing, such as poetry, short stories, scientific works, letters, and serial stories between students. In

accordance with the views of Nurgiyantoro (2010), writing skills provide students with the opportunity to determine and convey thoughts and ideas using their own language. The variety of student work, such as poetry, short stories and letters collected, is proof that the writing teaching model implemented by the teacher has succeeded in making students active in developing their writing skills. The meaningfulness of writing skills encourages teachers to optimize the development of students' abilities, opening up opportunities for them to explore their writing abilities, especially in expressing their thoughts and ideas.

d. Speaking Teaching Model

Through interviews with Indonesian language teachers, it can be concluded that this teacher applies a speaking teaching model with the hope that students can develop the ability to speak clearly, structured, and can be understood by listeners. Teachers highlight the importance of students having speaking skills, especially in the context of public speaking or large audiences. Through this teaching method, students are empowered to dare to speak in front of many people without experiencing difficulty, so that they can convey their ideas orally or directly. This approach provides opportunities for students to provide input or respond to conversations, creating a positive and interactive dialogue atmosphere. Teachers hold discussion forums as an effort to support students' ideas in responding to material that is expressed directly. Apart from that, teachers give students assignments to read short stories or poetry in front of the class, and even give speech assignments to build students' confidence in speaking in front of the class. The process of learning to speak includes formal situations, such as giving a speech with or without notes, group discussions with teacher guidance or independently, making presentations, using voice or telephone calls, Q&A, dialogue, and storytelling. By implementing the speaking teaching model, it is expected that students can master speaking skills to express ideas, thoughts, or respond to conversations, especially in front of many people without hesitation. Interviews also revealed that Indonesian language teachers, apart from using learning models and media, often use lecture and question and answer models in their learning. This teacher is also active in moving learning locations outside the classroom, such as in the library for material for writing poetry or essays, and around the school environment for observation material. The aim is for students to develop their learning horizons more broadly.

2. Evaluation of Class VII Indonesian Language Learning at MTs Miftahul Khoir

In the context of teaching and learning activities, learning evaluation is an important step taken after the implementation of learning. The purpose of this evaluation is to assess students' understanding of the material being studied, providing the teacher with insight into developing or continuing the material in the future. Evaluation by teachers provides great benefits for students, such as knowing to what extent they have mastered the material, determining areas that need improvement, and providing motivation to study harder with good grades. In the context of Indonesian language subjects, learning evaluation involves various methods such as daily tests, mid-semester tests, quick quizzes in class, and collecting student notebooks to see activity in daily learning progress. Evaluation questions are prepared in accordance with the grid and competency standards set by the education office. Although the evaluation focuses on student learning outcomes, interviews show that evaluation of student attitudes has not been carried out by teachers. The participation of the principal at MTs Miftahul Khoir in evaluating Indonesian language learning involves observation and documentation. Observations are carried out through visits to classes, while documentation includes learning results for one semester in the form of student

grades. The evaluation models applied, such as measurement, congruence, illumination, and educational system evaluation, are the focus of attention. Curriculum evaluation includes assessment of content standards, learning planning, learning implementation, assessment standards, and graduation standards.

Evaluation by the school principal aims to improve the program, accountability, and determine follow-up development. By participating in learning model evaluations, school principals can measure the achievement of educational targets and standards. The evaluation results provide a basis for future improvements, with the aim of improving the quality of education in schools. Innovation and development are implemented to optimize student abilities and improve the quality of learning. Evaluation is carried out on an ongoing basis, reflecting the understanding that the learning process continues to develop and requires consistent and continuous assessment.

## Conclusion

Based on the results and discussion that have been described, the model for developing Indonesian language learning at MTs Miftahul Khoir class VII involves teaching models for reading, listening, writing, and dialogue/speaking. The aim of implementing these various models is so that students can develop reading, listening, writing, speaking and dialogue skills well. With a variety of learning models, it is hoped that students can acquire good and focused Indonesian language skills. Apart from that, this learning model also improves students' skills in creating works, such as poetry and short stories, and gives students the courage to express ideas.

The evaluation process carried out helps teachers continue to develop the Indonesian language learning model used in providing material to students. The role of the school principal as a guide is also key in directing teachers to improve student achievement, especially in learning Indonesian. Therefore, it can be concluded that the learning development model at MTs Miftahul Khoir has a positive impact on students' ability to understand, master and apply Indonesian.

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