

## **Coaching Student Learning in Providing Authentic Assessment and Effectiveness of Distance Learning**

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### **ABSTRACT**

The problems that exist in the new learning system are the main focus in solving educational problems on a national scale. The problems that arise are regarding the learning support facilities experienced by students in carrying out distance learning and limited face-to-face learning. This problem allows student assessment to be non-objective in the learning process, so that it will affect the achievement of the learning objectives that have been set. One aspect of good education services is to provide the best possible facilities to students, both in terms of individual, social, aspirations, needs and potentials. For this reason, student management is needed to be able to provide convenience in facilitating it. One of them is through coaching and developing students so that the student learning experience can be carried out optimally and effectively.

Keywords : Coaching, Authentic Assessment, Learning Effectiveness

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### **I. Introduction**

Learning that is carried out during the adaptation period of new normal, forces schools to develop innovation and even technology in ensuring that learning is carried out so that school goals can be achieved. In the development process, of course, it cannot be separated from the curriculum development carried out by the school. Schools are given the freedom to determine the curriculum according to the needs and readiness of the school. However, in practice there are still many schools that are forced to adapt so that many new problems arise in the new learning process. The learning process in adapting new habits that many schools do is distance learning and limited face-to-face learning.

The problems contained in the new learning process become the main focus in solving educational problems on a national scale. The problem is the learning support infrastructure. However, in its implementation, various new problems emerged, including the limited ability of teachers to use technology and develop learning innovations. In addition, another factor in learning problems is student learning motivation and parental participation and support in the learning process implemented by schools, whether distance learning or face-to-face learning is limited. These problems can be controlled or minimized by various government and school policies. Some of them are regarding the preparation of facilities and infrastructure to support distance learning by providing internet networks in schools, internet quotas for teachers, students and even parents of elementary school students who act as intermediaries for distance learning.

Some of the learning problems above are problems whose solutions are already supported by government policies. The limited distance and face-to-face learning processes which are learning solutions to adapting new habits, indirectly provide a level of learning difficulty for students, especially students at the elementary school level. The habit of students who are always directed in carrying out learning, makes students and maybe parents feel confused about the learning instructions given by the teacher, considering that not all parents of students have higher education. This problem allows students to be non-objective in the learning process, so that it will affect the teacher's assessment.

Authentic assessment is carried out through the process of collecting, reporting, and using information about student learning outcomes with authentic, accurate and consistent evidence. In limited distance and face-to-face learning, it will certainly affect the accuracy of the assessment. For this reason, activities that show that the assessment is accurate and consistent are needed. In this case, the teacher can explore this information through student coaching. Student coaching is one solution for the effectiveness of distance learning. The regular teacher development

program for elementary school students will assist teachers in carrying out authentic assessments of the development of each student. So that students get meaningful learning through training on a regular basis directly or face-to-face with a limited schedule.

## **II. Discussion**

### **2.1. Student Coaching**

One aspect of good education services is to provide the best possible facilities to students, both in terms of individual, social, aspirations, needs, and potentials. For this reason, student management is needed to be able to provide convenience in facilitating it. One of them is through the coaching and development of students. Coaching and student development is carried out so that students get various learning experiences for life. This activity consists of curricular and extracurricular activities. In student curricular activities, related to learning activities at school. In curricular activities, coaching is also needed for students whose grades have not reached the specified graduation standards. In distance learning, this training needs to be programmed and scheduled regularly so that the assessment can be carried out objectively.

According to Mangundihaja, (2001) Coaching is a learning process by letting go of things that are already owned with the aim of helping to provide and develop existing knowledge and skills and gain new knowledge and skills to achieve life and work goals that are being undertaken more fully effective. Based on this understanding, coaching is one of the learning processes as an effort to develop and improve knowledge, skills, and attitudes to gain new knowledge and skills. In learning activities in schools, coaching activities tend to be coaching through extracurricular activities. In the implementation of distance learning, this guidance is needed in curricular activities, especially in distance learning at the elementary school level.

Teachers and students should indeed have an intense relationship so that teachers can understand the various learning difficulties of students. According to Setiani & Priansa (2018), the relationship between teachers and students can be said to be good, if the relationship has the nature of understanding, mutual openness, communication, freedom, support. Distance learning that must be implemented during the pandemic indirectly limits the intensity of the closeness of students and teachers, so there are still many distance learning problems for which there are no solutions. One of the problems of distance learning at the elementary school level, especially at low levels, is the contribution of parents as intermediaries in learning. Thus, it is difficult to measure students' abilities.

The learning development carried out by the teacher is adjusted to the level of ability and needs of students. So that the learning development program at the elementary school level is right on target according to its implementation objectives, namely providing guidance to students who have difficulty in distance learning. According to Setiani & Priansa (2018), there are four patterns of behavior that are often seen in individual students, namely active-constructive, active-destructive, passive-constructive, passive-destructive. The active-constructive pattern is an extreme behavior, ambitious to be a superstar in his class and trying to help the teacher with vitality and whole heart. The active-destructive pattern is a behavior that is manifested in the form of making jokes, angry, rude and rebellious. The passive-constructive pattern is a pattern of slow behavior with the intention of getting help and expecting attention. The passive-destructive pattern is a pattern of lazy and stubborn behavior.

The behavior of students directly or indirectly, will affect their learning patterns so that each student's grasping power will be different. For this reason, the right stimulus is needed to convey learning to each student. Given the variety of students' grasping power, so as not to affect the learning process of students who are responsive, it is necessary to provide guidance to students who experience delays in

responding or capturing learning. In distance learning, teachers cannot explore various stimuli for all students simultaneously in a learning process. For this reason, guidance is needed that is directed and programmed by the school, so that it can make it easier for students who have not been able to complete teacher learning in distance learning.

## **2.2. Authentic Assessment**

Assessment in learning is carried out to assess whether the learning objectives in the school have been achieved in accordance with the plans carried out by the school. Assessment is a process carried out by teachers to obtain information about student performance. The results of this assessment are used as material for consideration to determine the level of success of learning. According to Farida (2019), "Assessment emphasizes the purpose of assessing student learning processes, while evaluation emphasizes student learning outcomes". For this reason, in ensuring the quality of the learning process, an assessment is needed, especially in the distance learning process. The implementation of distance learning provides a deeper level of difficulty in the objectivity of the assessment.

Currently, the curriculum applied in most schools is the 2013 curriculum. Policies regarding the curriculum during the pandemic are adjusted to the needs of students and school readiness. Assessment in the 2013 curriculum refers to PERMENDIKBUD Number 66 of 2013 concerning Education Assessment Standards, namely criteria regarding mechanisms, procedures, and instrument assessment of student learning outcomes. According to Rusdiana (2018), "the 2013 curriculum uses a scientific learning approach, namely a learning approach that can explore students' overall abilities will be more appropriate or integrated when using authentic assessments that holistically measure students' abilities." Learning assessment in the 2013 curriculum is more appropriate to apply authentic assessment, report cards contain quantitative assessments of knowledge and

qualitative descriptions of attitudes and skills. However, in applying authentic assessment in distance learning, it becomes a challenge for teachers, especially teachers at the elementary school level. Authentic assessment can help teachers to be objective in assessing the progress of each student.

The implementation of authentic assessment in learning activities has several aspects. These aspects include: a). The assessment instruments used vary according to the characteristics of the competencies to be achieved; b). Learning ability is assessed comprehensively covering various aspects of the assessment (cognitive, affective, psychomotor); c). Assessment is carried out on initial, process or final conditions, both attitudes, knowledge, and skills as input, process or output of student learning. According to Rusdiana (2018), authentic assessment tends to focus on complex or contextual tasks, encouraging students to demonstrate their competencies which include attitudes, knowledge and skills. Authentic research results can be used by teachers to plan remedial, enrichment, or counseling programs, as well as materials to improve the learning process that meets educational assessment standards.

Authentic assessments combined with ongoing coaching programs for students are relevant to distance learning at the primary school level. This program is closely related to aspects of cognitive, affective and psychomotor assessment of students. So the teacher must see firsthand the development of students which in distance learning can be done with periodic coaching with limited meetings every week. This coaching program can help teachers to ensure the development of each student directly. In this way, it can guarantee the quality of learning carried out by the school.

### **2.3. Learning Effectiveness**

Learning activities are said to be effective if the learning carried out can achieve the learning objectives according to the teacher's expectations. To create it, all supporting aspects are needed, so that effective learning is a complex process. According to Setyosari (2014), there are at least 2 main elements in effective learning, namely the teacher must have a clear idea about the expected learning objectives and the planned and delivered learning experience can be delivered. According to Bistari (2017), there are five indicators of effective learning, namely:

a) management of learning implementation; b) communicative process; c) student responses; d) learning activities. Various indicators in effective learning show that teachers play an important role in the creation of effective learning. For this reason, effective learning is closely related to effective teachers.

According to Davis & Thomas (1989) effective teachers have several abilities, including: 1) the ability to establish a conducive learning climate; 2) the ability to manage learning; 3). Ability to provide feedback and reinforcement; 4). Ability to improve innovation, methods, and create learning methods. The teacher's ability to provide reinforcement and feedback is more effective if it is carried out again during student learning development, because it will adjust to student learning development. Furthermore, Davis & Thomas (1989) also explained the criteria for effective schooling and learning, "the main criterion of effectiveness has been higher achievement, virtually always measured by standardized tests of reading and/or mathematics. Standardized test scores are impressive and acceptable to school administrators, teachers, parents, and the public alike". In Indonesia, policies regarding education assessment are regulated and developed by schools. Schools can determine the standard value of student learning completeness. Learning activities can be said to be effective if the learning outcomes show the appropriate value or more than the standard value of school completeness. Effective learning is also related to processes and aspects that affect the learning process. One aspect of measuring the effectiveness of learning is assessment.

The implementation of distance learning during the pandemic makes teachers experience various obstacles in creating effective learning. Effective learning is a fairly complex learning, so that in the implementation of distance learning, teachers have limitations in assessing and implementing effective learning activities. A sustainable student learning development program will assist teachers in maximizing learning effectiveness and assessing students objectively by applying authentic assessments. This activity will help schools, especially elementary levels, in ensuring the quality of distance learning.

### **III. Closing**

Distance learning activities have various limitations, so that appropriate school policies and programs are needed so that the quality of learning is guaranteed. The government issues a policy regarding the curriculum that schools can adopt to be applied according to the needs and readiness of the school. To ensure the quality of learning, an objective assessment is needed in every learning activity. Most schools in Indonesia implement the 2013 curriculum, so that in distance learning the curriculum is adjusted or simplified again for learning effectiveness.

Participation of parents in facilitating distance learning objectively. It is the teacher's limitation on the objectivity of the assessment given, especially at the elementary school level. These problems require schools to create new programs to carry out authentic assessments. To achieve this, it is necessary to develop student learning which is programmed by the school on a regular basis in accordance with the needs of students, so that most authentic assessments can be taken from these student learning development activities.

This student learning development program, can realize the effectiveness of learning. Teachers can directly assess student development in each learning discussion, so that teachers can carry out authentic assessments of students' abilities



according to predetermined competency value standards. This series of activities will realize the effectiveness of learning, so as to ensure the quality of distance learning that is carried out.

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