

IMPLEMENTATION OF OUCOME BASED EDUCATION ASSESSMENT SYSTEM AT STISIPOL MUJAHIDIN BUOL COLLEGE

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ABSTRACT

No only only experience Study Which must prepared by every lecturer For support implementation of Oucome Based Education , an assessment or evaluation system must also be prepared in effort For ensure outcome obtained by student after follow somethinglearning programme. Descriptive research conducted in this study aims to obtain information about how the perception of lecturers as well implementation of an OBE-based assessment system what the lecturer has done in the study program. This study involved (n = 10 lecturers) in one college tall private Which There is in region Central Sulawesi, namely in Buol District . Results study show that system evaluation based OBE Not yet fully in implement by lecturer in program his studies. Lecturer Still face a lot various constraint so that Not yet maximum system evaluation based OBE Not yet fully implemented.

Key words : System assessment, Outcome Base Education, Curriculum

INTRODUCTION

The world is faced with an era where changes occur very quickly. Change This happen in all field including field Education. World Education is faced with a condition where it must prepare graduates who have the competence or capability to be able to compete in the presentand the future (Kim , et al., 2019; Junaidi et al., 2020). Disruption era create conditions where changes are massive, fast, with difficult patterns guessed (Volatility), change Which fast cause uncertainty (Uncertainty), happening complexity connection between factor reason change(Complexity), lack of clarity direction change Which cause ambiguity(ambiguity). In this era, information technology has become the basis or basis in life man including in field field education in Indonesia(Kim et al., 2019). So there was an educational disruption that had to happen anticipated by Higher Education.

Disruption in the world of education is a consequence of emergence era revolution industry 4.0. Characteristic main education in revolution industry 4.0 is an utilization of digital technology in the educational process (cyber system). Condition This positions digital learning as something very crucial in the world Education (Kim et al., 2019) . Disruption in world Education No only touching on process aspects but also very touching on competence or learning aspects outcomes that must be provided to each student. Current competence andperiod which will come will be very different then the need for the use of technology .

In the future, students will no longer only be faced with a competition or competition knowledge but Also will faced on a competition of creativity, imagination, learning and independent thinking , this thing naturally need anticipated by Education tall with do

reconstruction curriculum (Popovic, 2013; Ornstein & Hunkins , 2018) . personalized learning, flexibility learning, 21st Century Skills, College and Career readiness, digital citizenship, technology skills, anywhere anytime learning are aspects that needs to be prepared in the Higher Education curriculum to prepare generations in Century which will come.

Policy curriculum MBKM become matter Which substantial Because prepared For transform system education national specifically in universities so that the Higher Education curriculum can adapt to fast to various changes (Junaidi et al., 2020). MBKM Curriculum prepared For ensure that process learning Which held can give stock competence Which Enough for student Forface the future. The MBKM curriculum is prepared based on outcome (OBE).The OBE-based curriculum helps prepare graduates for this goal with combine knowledge hyper-specialization with ability dynamic and cross-sectional (Wahyudi & Wibowo , 2018).

System evaluation become Wrong One part important in curriculum MBKM based OBE. System evaluation need developed in a manner creative with consider competence period Which Keep going changed And developwith fast (Marzano, & Kendall , 2007; stones Kirchner , 1985). Scientific vision become matter Which very fundamental in development system evaluation so that results measurements made in the evaluation process produce information that is valid related to the competency being measured. Need to develop an evaluation tool creative, innovative, flexible and future-skill oriented will come, as quality assurance competency achievement by students.

Understanding of the OBE-based assessment system is essential very fundamental for lecturer for the application of assessment in tertiary institutions . Lecturer need understand How develop onesystem evaluation based OBE is based on the MBKM curriculum. Lecturer need understand How implement and develop instruments evaluation test And non test Which relevant For measure the abilities of students who are diverse and constantly evolving. flexibility from system evaluation become matter Which need understood by lecturer Because competence Which Can very diverse And develop from time time.Information related to the lecturer's ability to implement the application of the system OBE-based assessment in the MBKM curriculum is important for institutions to know based line for institution or program studies For develop system evaluationbased the OBE .

Study This is study introduction For know lecturer's initial ability to apply or implement system outcome -based assessment or learning outcomes. Images related to understanding lecturer in implement system evaluation basedThis outcome becomes the basis for the institution in preparing follow-up actionsFor give solution And help to lecturer so that can implement based scoring system outcomes .

METHOD

Method study Which used in study This is method descriptive with approach quantitative. Method This used For knowa symptom happen (Creswell & Creswell , 2018). Population And sample instudy This is lecturer on program studies Which There is in environment STISIPOL Mujahidin Buol n = 10 Which spread on 2 program studies. RespondentsThis taken Because can represent lecturer in STISIPOL Mujahidin Buol Instrument Which used in study This form Questionnaire closed And open. Questionnaire addressed For know response lecturer to evaluation based OBE, understanding lecturer on the use of the system evaluation based OBE Andapplication system evaluation based OBE p a da program studies. Questionnaire spread towwhole lecturer Which become ta r get sampling through google form . Data resultsstudy Then in though And analyzed For get meaning from data Which obtained .

Table 1 show data results questionnaire lecturer about knowledge And analysis system based assessment OBE.

Table 1. Results Questionnaire from Response Lecturer To System Evaluation based OBE at STISIPOL Mujahidin Buol

No	Statement Questionnaire	% Amount	
		Yes	No
1	is Ladies and gentlemen know system evaluation based OBE	80,3	19,7
2	is Ladies and gentlemen Already understand system evaluation based OBE	62,4	37,9
3	is according to Ladies and gentlemen system evaluation OBE in accordance For evaluate competence student	93,9	6,1
4	is during This Ladies and gentlemen do evaluation to CPL Which charged on eye which college enabled	65,7	34,3
5	is according to Ladies and gentlemen need do evaluation to CPL which attached to eye studying who is supported	94,2	5,8
6	is according to Ladies and gentlemen achievement CPL can is known from results UTS And UAS just	14,7	85,3

Information in Table 1 . Indicates that in general the lecturers have know about the implementation of the OBE-based assessment system, know and understand that system evaluation based OBE become matter Which important For implemented in the MBKM curriculum in study programs, especially in courses taught by the lecturer concerned. The MBKM curriculum requires that the assessment system must be developed based on the output or outcome listed on the CPL of the study program. This is of course a requirement for everyone eye college because CPL program study achieved through a number of eyes studying.

At the implementation level, many lecturers are still experiencing problems in implement system evaluation based OBE. Results questionnaire show Still Lots lecturer Which Still view that For knowing the CPL charged to courses is enough with UTS and UAS Of course, in terms of the instruments used by lecturers to carry out evaluations still not varied, the results of the questionnaire show that in general the lecturers are still using a test instrument to measure student competence. Whereas For measure ability Which multi competence need instruments Which varies not only in the form of tests but more in non-test instruments. Instrument non test This Can form sheet observation performance, sheet evaluation task, presentation assessment, report assessment, peer assessment, self assessment (Junaidi et al.,2020) and many more other forms of instruments.

Standard evaluation occupy position Which important in whole process learning. Assessment is a complicated and complex process (Kushari, & Septiadi , 2014). Ratings can provide some important related information process And results learning (Wahidpuri, et al., 2022; Shaheen , 2019). Achievement CPL program studies can is known through series percent assessment, as well as a lot of other information about the learning process can be is known through a series of assessment processes.

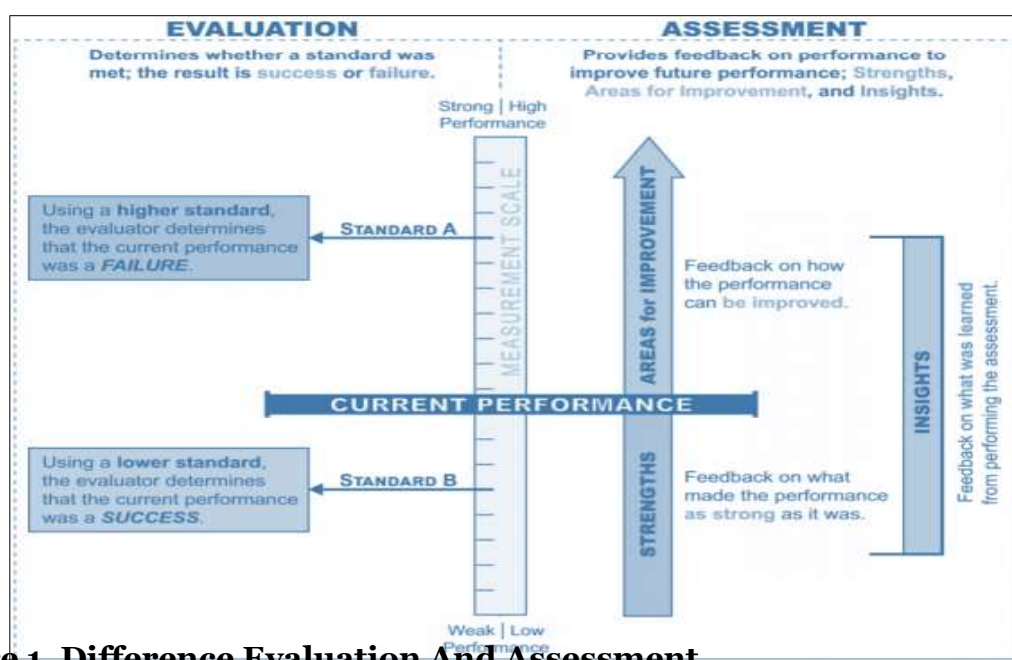
CPL program studies occupy position important in program studies (Wahidpuriet al., 2022). Other educational standards such as process standards, lecturer standards,

standard means infrastructure And standard other endeavored in framework For reach standard CPL Which There is on curriculum study program at (Junaidi et al., 2020). CPL describe competence Which prepared by program studies For give provision of abilities to students in the study program. In the context of the eye CPL courses are then translated into Eye Learning Outcomes CPMK Lectures and Sub.

Standard National Education tall state that “ Implementation learning takes place in the form of interaction between lecturers, students, and learning resources in a particular learning environment on-line and off-line inform audio visual documented ”. Standard process learning the naturally must oriented as well as help student obtain competence attitude, Skills And knowledge Which listed on CPL program studies (Junaidiet al., 2020) . The study program's CPL achievement needs to be known by the study program as parameter success implementation curriculum And as material evaluation For improve curriculum.

Picture 1 . describe linkages between process learning And evaluation on context something eye studying. Every eye studying have a purposecurricular form sub CPMK Which is explanation from CPL Which charged on eye studying. Sub CPMK Which There is on something eye skin bound with learning experiences prepared by lecturers and evaluations to find out achievement of the CPMK sub. Evaluation results can be used as feedbackdo repair furthermore Which can form repair experience Study,material and that evaluation done.

Figure 2 . show about cycles assessment And evaluation Which basedoutcomes . CPL program studies describe that competency general Which must owned by every student who studies in a study program. So program the study must break down the CPL of the study program into a number of competencies more special Which can become criteria success achievement CPL. CPLAttempts will be made to achieve the study program through a number of courses in study program so that this CPL needs to be broken down into existing CPMK and sub CPMK on courses. The principles in OBE include: (1) Clarity of external focus or outcome to be achieved by students, (2) Providing opportunities and support Which open And chance on student For get learning success, especially at the HOTS level, (3) Learning is designed For help student get ultimate ability expected



Picture 1. Difference Evaluation And Assessment

(Nitsko & Brookhart, 2011)

Picture 4 . Indicates that the assessment was carried out to obtain bait come back learning, increase quality process learning, know strength, weakness in process learning (Anderson, & Krathwohl , 2001) . While evaluation is used to make decisions or determine decision. Evaluation And assessment in learning must go hand in hand in the pursuit of knowledge and the promotion of achievement from LO/CPL study program.

Table 2 . Simulation Mapping CPL load on Eye Program Lecture Studies.

CPL MK	&CPL 1 Attitude	CPL 2 Skills	CPL 3 General	CPL 4 Skills Special	CPL 5 Skills Special	CPL 6 Knowledge	CPL 7 Knowledge	TOTAL
Percent Proportion CPL Which charged on MK								
MK 1	10	10		20	20	40		100
MK 2	10	10	10	20	20		30	100
MK 3		10	20		40	30		100
MK 4	10			30	50		10	100

Table 2 . Shows about the picture CPL load mapping in courses Which There is in program studies. Proportion burden CPL on eye studying This need mapped first as a parameter or basis for lecturers to design standards process and evaluation of learning activities.

Table 3. Example of CPL Load Simulation in Study Program Subjects(MK 3)

CPL MK	&CPL 1 Attitude	CPL 2 Skills	CPL 3 General	CPL 4 Skills Special	CPL 5 Skills Special	CPL 6 Knowledge	CPL 7 Knowledge	TOTAL
Percentage of tase Proportion Which charged on MK								
MK 3		10	20		30	40		100

Table 3 . Explain that in each course (MK: 3) get a 10% load CPL2; 20% CPL3; 30% CPL 5 and 4 0% CPL6. This mapping is used as the basis of reference for lecturers to determine sub CPMK and Learning Indicators. In principle every eye studying own burden For reach CPL attitude, Skills general, specific skills and knowledge. Tables 2 and 3 above illustrate how to simulate an ideal outcome -based evaluation system . The simulation allows each CPL course to be attached to courses are guaranteed to be measurable. Simulation of the scoring system can become solution to problem Which faced by university And units Work in effort For know achievement achievements learning Good on level institution or university nor on level program studies. System assessment as described above becomes important position because of the results can made as base in evaluation curriculum (Iqbal et al., 2020). Information Which generated from system evaluation based outcome This can become base for curriculum improvement sustainable.

DISCUSSION

Results study that shows that in a manner general lecturer Already know and

understand how the OBE-based assessment system works, but deep aspects of lecturer implementation are still experiencing many obstacles. One obstacle faced by lecturers in implementing the OBE-based assessment system are: related to how to develop assessment instruments that measure various competence Which attached on eye studying Which enabled.

CONCLUSION

Process Education in college tall must orientated on the application and achievement of learning outcome program studies Which charged on every eye studying Which There is in the study program at STISIPOL Mujahidin Buol . Learning outcomes that are diverse and complex demand lecturers develop a variety of scoring systems to obtain information various competencies and their application . Lecturer's understanding of the assessment system based outcome become matter Which crucial or important For realize system implementation evaluation outcomes -free in every study program at STISIPOL Mujahidin Buol .

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