



Implementation of Introduction to Education and Evaluation of the Learning Process among Students of STKIP Tomakaka Tiwikrama

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi mata kuliah Pengantar Pendidikan dan evaluasi proses pembelajaran pada mahasiswa STKIP Tomakaka Tiwikrama. Pengantar Pendidikan merupakan mata kuliah dasar yang memberikan pemahaman kepada mahasiswa mengenai makna, tujuan, fungsi, dan komponen pendidikan sebagai suatu proses yang sistematis. Dalam proses pembelajaran, evaluasi memiliki peran penting untuk mengukur pencapaian belajar mahasiswa, mengidentifikasi kesulitan belajar, serta meningkatkan kualitas kegiatan pembelajaran. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan mengkaji pelaksanaan pembelajaran, teknik evaluasi, serta kendala yang dihadapi oleh dosen dan mahasiswa. Hasil kajian menunjukkan bahwa evaluasi proses pembelajaran dilakukan melalui berbagai teknik penilaian, seperti tes tertulis, tes lisan, penugasan, observasi, dan partisipasi kelas. Evaluasi tidak hanya digunakan untuk mengetahui hasil belajar mahasiswa, tetapi juga sebagai umpan balik dalam memperbaiki strategi pembelajaran, materi ajar, dan pengelolaan kelas. Dengan demikian, implementasi Pengantar Pendidikan dan evaluasi proses pembelajaran di STKIP Tomakaka Tiwikrama diharapkan dapat memperkuat pemahaman pedagogik mahasiswa serta meningkatkan kualitas praktik pendidikan pada masa mendatang.

Kata Kunci: Pengantar Pendidikan; Evaluasi Pembelajaran; Proses Pembelajaran; Mahasiswa; STKIP Tomakaka Tiwikrama.

Abstract

This study aims to describe the implementation of Introduction to Education and the evaluation of the learning process among students of STKIP Tomakaka Tiwikrama. Introduction to Education is a fundamental course that provides students with an understanding of the meaning, objectives, functions, and components of education as a systematic process. In the learning process, evaluation plays an important role in measuring student achievement, identifying learning difficulties, and improving the quality of teaching and learning activities. This study uses a descriptive qualitative approach by examining the implementation of learning activities, evaluation techniques, and the challenges faced by lecturers and students. The results show that the evaluation of the learning process is carried out through various assessment techniques, including written tests, oral tests, assignments, observation, and class participation. Evaluation is not only used to determine student learning outcomes but also serves as feedback for improving teaching strategies, learning materials, and classroom management. Therefore, the implementation of Introduction to Education and learning process evaluation at STKIP Tomakaka Tiwikrama is expected to strengthen students' pedagogical understanding and improve the quality of future educational practices.

Keywords: Introduction to Education; Learning Evaluation; Learning Process; Students; STKIP Tomakaka Tiwikrama.

INTRODUCTION

Education is a conscious and planned effort to develop human potential through learning, guidance, training, and evaluation. In the context of higher education, education does not only aim to transfer knowledge, but also to shape attitudes, values, skills, and professional competence. Students as prospective educators need to understand the basic concepts of education so that they are able to interpret education as a systematic process that involves objectives, curriculum, methods, learning resources, interaction, and evaluation. Therefore, the Introduction to Education course has an important position as a foundation for students in understanding the nature and direction of educational practice.

Introduction to Education is a basic course that provides students with knowledge about the meaning, function, objectives, principles, and components of education. Through this course, students are introduced to various concepts related to educational philosophy, educational institutions, roles of teachers, learners' characteristics, curriculum development, and learning processes. This understanding is very important for students of STKIP Tomakaka Tiwikrama because they are prepared to become prospective educators who are not only able to teach, but also able to understand the educational process comprehensively.

In the learning process, evaluation is one of the essential components that cannot be separated from teaching and learning activities. Evaluation is used to determine the level of student

achievement, measure the effectiveness of teaching strategies, and provide feedback for improving the quality of learning. Without evaluation, lecturers may find it difficult to identify whether learning objectives have been achieved properly. Therefore, evaluation is not only related to final scores, but also functions as a tool to improve the learning process continuously.

The implementation of learning evaluation in higher education must be carried out systematically, objectively, fairly, and continuously. Evaluation should be planned from the beginning of the learning process by considering learning outcomes, teaching materials, learning methods, and student

characteristics. In the Introduction to Education course, evaluation can be conducted through written tests, oral tests, individual assignments, group discussions, presentations, observation, and student participation. These various forms of evaluation allow lecturers to assess students' cognitive, affective, and psychomotor aspects more comprehensively.

At STKIP Tomakaka Tiwikrama, the implementation of Introduction to Education and evaluation of the learning process is expected to support students in developing pedagogical awareness. Students need to understand that education is not merely a classroom activity, but a broad process involving interaction between educators, learners, society, and educational goals. Through proper evaluation, students can reflect on their learning progress, identify their strengths and weaknesses, and improve their understanding of educational concepts.

However, the implementation of learning evaluation often faces several challenges. Some students may still consider evaluation as a process of obtaining grades only, rather than as a means of improving learning quality. In addition, lecturers may encounter difficulties in designing assessment instruments that are valid, objective, and relevant to learning outcomes. Limited learning time, student motivation, classroom management, and the suitability of evaluation techniques may also influence the effectiveness of the evaluation process.

Therefore, it is necessary to examine how the Introduction to Education course and evaluation of the learning process are implemented among students of STKIP Tomakaka Tiwikrama. This study is important because it can provide an overview of the learning process, evaluation techniques used by lecturers, student responses, and obstacles encountered during implementation. The results of this study are expected to contribute to the improvement of learning quality, especially in basic educational courses.

Based on the explanation above, this study focuses on the implementation of Introduction to Education and evaluation of the learning process among students of STKIP Tomakaka Tiwikrama. The study aims to describe the learning implementation, analyze the evaluation process, and identify the challenges faced in the

course. Through this study, it is expected that the evaluation of learning can be used not only as a measuring tool, but also as a basis for improving teaching strategies, strengthening student competence, and enhancing the quality of education at STKIP Tomakaka Tiwikrama.

METHOD

This study used a descriptive qualitative approach to examine the implementation of the Introduction to Education course and the evaluation of the learning process among students of STKIP Tomakaka Tiwikrama. This approach was chosen because the study aimed to describe learning activities, assessment practices, student responses, and the challenges faced during the teaching and learning process. Through a qualitative approach, the researcher could obtain a deeper understanding of how educational concepts and learning evaluation were applied in classroom activities.

The research was conducted at STKIP Tomakaka Tiwikrama, with students who took the Introduction to Education course as the main subjects of the study. The participants were selected purposively based on their involvement in the learning process and their ability to provide relevant information related to the implementation of the course. Lecturers who taught the course were also considered as important informants because they played a central role in planning, implementing, and evaluating learning activities.

Data were collected through observation, interviews, and documentation. Observation was used to examine the learning process directly, including lecturer-student interaction, teaching methods, classroom participation, and evaluation activities. Interviews were conducted with lecturers and students to obtain information about their experiences, perceptions, and difficulties in the implementation of the course. Documentation was used to support the data by reviewing course plans, learning materials, assignments, attendance records, and assessment instruments.

The data collection process focused on several important aspects, namely the planning of learning activities, the implementation of teaching strategies, the forms of evaluation used, and the follow-up actions taken after evaluation.

The evaluation techniques observed included written tests, oral questions, individual assignments, group discussions, presentations, class participation, and observation of student attitudes. These techniques were examined to determine whether they were appropriate for measuring students' understanding of educational concepts and their learning progress.

Data were analyzed using qualitative descriptive analysis through the stages of data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting relevant information related to the implementation of Introduction to Education and learning evaluation. The selected data were then presented in a descriptive form to show patterns, findings, and relationships among the research aspects. After that, conclusions were drawn based on the interpretation of the collected data.

To ensure the validity of the data, this study used source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from students and lecturers, while technique triangulation was carried out by comparing the results of observation, interviews, and documentation. Through this process, the findings were expected to be more accurate and reliable. The results of the study were then used to describe the implementation of the Introduction to Education course and the evaluation of the learning process at STKIP Tomakaka Tiwikrama.

RESULT AND DISCUSSION

The results of this study show that the implementation of the Introduction to Education course among students of STKIP Tomakaka Tiwikrama has been carried out through structured learning activities. The course introduces students to the basic concepts of education, including the meaning of education, educational goals, educational functions, learning components, the role of educators, and the importance of evaluation in the learning process. These materials help students understand education as a systematic and continuous process.

The learning process in the Introduction to Education course was conducted through

lectures, discussions, question-and-answer sessions, assignments, and presentations. Lecturers provided explanations of theoretical concepts and encouraged students to relate them to real educational practices. Through these activities, students were able to build an initial understanding of education as both a theoretical and practical field.

Student participation in the learning process showed positive development. Most students were actively involved in class discussions and group assignments, especially when the topics were related to educational problems, teacher roles, and learning evaluation. However, some students still needed guidance to express their opinions and connect educational theories with classroom realities.

The evaluation of the learning process was implemented using several assessment techniques. These included written tests, oral questions, individual assignments, group work, presentations, attendance, and classroom participation. The use of various evaluation techniques allowed lecturers to assess students' understanding from different aspects, including knowledge, communication skills, responsibility, and active involvement in learning.

The results also indicate that evaluation was not only used to measure student learning outcomes but also to identify students' learning difficulties. Through assignments and classroom interaction, lecturers could recognize students who had difficulty understanding certain educational concepts. This information was then used as a basis for providing additional explanation, feedback, and learning reinforcement.

In terms of learning achievement, students generally showed an increased understanding of the basic concepts of education and the importance of evaluation in learning. Students began to understand that evaluation is not limited to giving scores, but also functions as feedback for improving learning quality. This understanding is important for students who are prepared to become future educators.

Several obstacles were found in the implementation of the course and learning evaluation. Some students still had low confidence in speaking during class discussions and presentations. In addition, differences in

students' academic abilities affected their understanding of the material. Limited learning time also became a challenge for lecturers in conducting comprehensive evaluation activities.

Overall, the implementation of Introduction to Education and evaluation of the learning process at STKIP Tomakaka Tiwikrama has contributed to strengthening students' pedagogical understanding. The learning process helped students understand the foundation of education, while evaluation activities supported lecturers in measuring achievement, identifying weaknesses, and improving the quality of teaching and learning.

Discussion

The findings show that the Introduction to Education course plays an important role in building students' basic understanding of educational concepts. As prospective educators, students need to understand that education is not merely the transfer of knowledge, but also a process of developing attitudes, values, skills, and character. Therefore, the implementation of this course becomes an important foundation for students before they study more specific pedagogical subjects.

The learning activities implemented in this course reflect the importance of interaction between lecturers and students. Lectures provide theoretical understanding, while discussions and presentations give students opportunities to develop critical thinking and communication skills. This indicates that learning should not only be centered on lecturers, but should also encourage active student participation.

The use of various evaluation techniques shows that assessment in learning must be comprehensive. Written tests can measure students' cognitive understanding, while discussions, presentations, and assignments can assess their ability to analyze, communicate, and work collaboratively. This is in line with the principle that evaluation should cover various aspects of student competence.

Evaluation also functions as feedback for both lecturers and students. For lecturers, evaluation results can be used to determine whether teaching methods and learning materials are appropriate. For students, evaluation provides information about their strengths and weaknesses in understanding the course material. Therefore, evaluation should be seen as

an integral part of learning improvement, not merely as a tool for determining grades.

The finding that some students had difficulty expressing opinions indicates the need for more student-centered learning strategies. Lecturers can apply small-group discussions, problem-based learning, or reflective assignments to encourage students to participate more actively. Such strategies may help students build confidence and improve their ability to relate educational theories to practical situations.

The differences in students' academic abilities also need to be considered in the evaluation process. Lecturers should design assessment instruments that are fair, objective, and suitable for students' learning conditions. In this context, evaluation must be conducted not only at the end of learning but also during the learning process so that students' progress can be monitored continuously.

Limited learning time is another challenge in implementing comprehensive evaluation. Because evaluation requires planning, implementation, analysis, and follow-up, lecturers need to manage time effectively. The use of structured assignments and clear assessment rubrics can help lecturers conduct evaluation more efficiently without reducing the quality of assessment.

Based on the discussion, it can be concluded that the implementation of Introduction to Education and evaluation of the learning process at STKIP Tomakaka Tiwikrama has a significant role in improving students' educational understanding. The course provides theoretical foundations, while evaluation supports the improvement of learning quality. Therefore, continuous improvement in teaching strategies, evaluation instruments, and student engagement is needed to strengthen the effectiveness of learning.

CONCLUSION

The implementation of the Introduction to Education course among students of STKIP Tomakaka Tiwikrama has an important role in strengthening students' basic understanding of education. Through this course, students are introduced to the meaning, objectives, functions, and components of education as a systematic process. The learning activities carried out

through lectures, discussions, assignments, and presentations help students develop pedagogical awareness as prospective educators.

The evaluation of the learning process is an essential part of improving the quality of learning. Evaluation is not only used to measure students' learning outcomes, but also to identify learning difficulties, provide feedback, and improve teaching strategies. Various evaluation techniques, such as written tests, oral tests, assignments, observation, presentations, and class participation, support lecturers in assessing students' knowledge, attitudes, and skills more comprehensively.

Overall, the implementation of Introduction to Education and evaluation of the learning process at STKIP Tomakaka Tiwikrama has contributed positively to the development of students' educational competence. However, continuous improvement is still needed, especially in increasing student participation, improving assessment instruments, and strengthening the follow-up of evaluation results. Therefore, learning evaluation should be carried out systematically, objectively, and continuously to support the achievement of better learning quality.

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