

Student Review Box for Teacher Performance Assessment

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Abstract

This review box is intended as a medium for assessing teacher performance to students. Where we can see the problem, every student in receiving learning has an impact on the teacher who teaches, therefore this review box is very important in assessing teacher teaching to students. By making creative learning effective, besides teacher students are also expected to be able to recognize the character of a teacher in carrying out the teaching process in the classroom. Students can understand effective learning to develop aspects of the physical, cognitive, emotional and social development of students. This study used the direct observation method, in which project activities were carried out by directly observing SDN 43 Hulonthalangi. Where this research was conducted by making a "review box" media made from used cardboard and waste paper. On average, students from grades 1 to 4 are very creative in making media that has been made in groups. The result of the research is that each group has its own characteristics in their work. Each student is able to express and imagine according to what they see. Students are also able to work well together with their group mates.

Keywords: Review Box, Performance, Rating

Introduction

The review box is a strategy to make it easier for students to assess teachers in teaching students. Learners are members of the community who seek to develop their potential through the learning process in the educational pathways, both informal education, formal education and non-formal education, at certain levels of education and types of education. While the teacher is a teacher of a science. In Indonesian, teachers generally refer to professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students.

In the era of globalization , system education the more growing very rapidly. modern era start enter in system education . because that , we as the next generation of student educators must can offset progress technology in system education . With make creativity learning In addition to being an effective teacher, students are also expected to be able to recognize the character of a teacher in carrying out the teaching process in the classroom. Participant educate could understand learning effective for develop aspect development physical, cognitive, emotional, and social participant educate.

In the learning process, a management model is needed that provides higher autonomy to schools, flexibility, and encourages the direct participation of school

members and the community to improve the quality of schools based on national education policies and applicable laws and regulations.

Participant expect to learn could understand aspect learning effective for develop aspect development physical, cognitive, emotional, and social participant learn, Participant educate could know and know various type form animals around our Participant educate expected could have reflective behavior attitude care and want help if requested the help , Participant educate could showing works and activities art with use various media . Therefore, we conducted research related to "Student Against Teacher Review Box". The waste materials in question are materials from organic waste that can be recycled such as used cardboard, used paper/cardboard and others. The reason we chose this design is to educate students so that they can use the objects around them as learning media, and the teacher can find out how many students like or dislike the way they learn in class. So that this becomes a benchmark for a teacher in the future to prepare learning methods that are liked by students.

The results of previous research show Sari, EDK (2017) that the results of this study are appropriate with question study about the weak quality of the National Standardized School Final Examination Test (UASBN) at the elementary school level, namely covers aspect component objectives , materials , strategy and evaluation . Research has in accordance with destination ie Describe the learning weaknesses found in elementary schools based on information from UASBN and maps of cognitive weaknesses of elementary students in the learning process and answering UASBN. As well as conclusions has answer benefits / uses study yes it does evaluation results study with good for get complete information in reporting results study student good to parents , teachers, principals school nor to service local . For students evaluation is useful as Information how far have dominate lesson , awaken motivation , develop method learn. With so they feel satisfied with their results _ get , and be motivation for Keep going increase results learn . For teachers also evaluation is Thing important in get Information about competence students, method learning and materials lesson , as bait back. Djunaidi (2021) that writing discussion it 's appropriate with question study about Issues that are happening now in the field of education viz covers aspect component objectives, materials, strategy and evaluation . Then study has in accordance with destination ie define issues up to date what just happened now in service in the field education. Sera conclusion has answer benefits / uses study yes it can know, quality education, low utilization of science and technology and services public field facilities and infrastructure, low quality in education caused by learning model factors students and change curriculum and the ability of teachers in teach. DI Ritonga (2015) that knowledge base society can build skills , careers, skills learn, and innovate . Knowledge base society at its core is for realize ideal human conditions that must be built with process education knowledge. Purpose study this that's for sure for showing language knowlage base society and sure could take effect for education. Conclusion is without knowledge base society or for some people do n't understand what that knowledge base society can impact for. S Santoso, R Rosnaeni (2021) that religious problems in Islamic education influences pattern thought the teacher as well participant educate so from that issues contemporary in Islamic education must evaluated . Problems that exist influence the teacher or participant learn who will evaluated. Purpose study or evaluation that is for apply and for advance past learning must have a lot of problems overcome with more carry on researching or evaluation. Sera benefit from study this our could wake learning specifically in more Islamic

education understand religious. Ajeng (2018) that writing discussion results study already aligned with question study about issues critical policy language and teaching language. Result study language and teaching language he wanted to disseminated and utilized . Research this already in accordance with destination researcher that is describe and analyze about issues critical policy language and teaching language. As well conclusion has answer language Indonesia as identity national should proven with use language Indonesia in all field and language Indonesia as pride nation, language Indonesia as tool communication. Alif Dawn (2022) that implementation and use education is container that is not could isolated from action human , because including religion, culture, economy, politics, and supportive environment . As a result , the system education could understood as design for maintenance education. Development is development Skills cognitive, social and emotional, stressed in level education preschool. Eriawati (2020) that there is stage planning (planning), stage preparation writing (preparing for writing), as well stages implementation writing as well as editing (writing and re-writing). Achyanadi, S. (2018) that government must adopt different approach for development education responsible for the Ministry of Education and Culture answer. As well as the university rector must lead in build culture international on campus independent .

Method

The activity method used is direct observation, in which project activities are carried out by directly observing SDN 43 Hulonthalangi. In class we make direct observations and records regarding project activities carried out as well as students' responses during learning activities, both the attitude of students to dare to go forward to lead prayers, answer when asked questions, as well as in discussion activities.

Results And Discussion

Research Result

The project activity “Student Review Box against Teachers” at SDN 43 Hutonthalangi finished at 09.30 WITA. Project activities are divided into 4 groups where each group has its own characteristics in its work. Each student is able to express and imagine according to what they see. Students are also able to work well together with their group mates.

Project activities were carried out on Monday 17 October 2022 at 07.00 WITA at SDN 43 HULONTHALANGI. The initial activity was opened by greeting and then continued with prayer. The second session was introductions, we introduced ourselves to each of the students and got a good response from them. Not only did we introduce ourselves, but we also provided space to invite them.

Before that, we checked the attendance of grade 4 students. Many students enthusiastically answered when their names were called. There are 22 grade 4 students, 12 male students and 10 female students.

List of Names of Class 4 students

| No | Student Name |
|----|--------------|
|----|--------------|

| | |
|-----|--------------------------|
| 1. | Afka Alifiandra Salilama |
| 2. | Fahril Mohamad Kadir |
| 3. | Fahri Pradana Anis |
| 4. | Moh. Farlan Ismail |
| 5. | Moh. Ibn Salilan |
| 6. | Moh. Safrin Muschin |
| 7. | Moh. Omar Moha |
| 8. | Moh. Ardian Talib |
| 9. | Moh. Randi |
| 10. | Abdullah's son Nazril |
| 11. | Saiful G. Musa |
| 12. | Virgiansyah Lolongion |
| 13. | Delianawati Moito |
| 14. | Dhea Widya Ohihiya |
| 15. | Diandra Djawati |
| 16. | Hasniani Utuhi |
| 17. | Hijrawati David |
| 18. | Khaira Thalita Manopo |
| 19. | Triana Cantika |
| 20. | Mulyana imron |
| 21. | Siti Nurfadila Gaigo |
| 22. | Zalfa Zanira Litololi |

• Group Evaluation Results 1

Students are very happy when they get to know the various expressions/characters of works made from waste paper/cardboard. At first they observed how to make the work. Then they make it according to their wishes, regardless of what they see. With the group system in carrying out this activity, they work together, cut, paste, and color, which of course we keep an eye on so that unwanted things don't happen.

• Group 2 evaluation results

In the process of making the project students are so enthusiastic in doing it. They each have their own tasks, some are cutting origami paper, some are sticking paper on cardboard and labeling their work with their own names. They were very happy especially when we leaked that at the end of the session a secret prize would be distributed.

- **Group 3 evaluation results**

In the process of making craft projects from non-organic waste materials they are very active in making them, some are drawing, cutting paper in circles or squares, some are emoting pictures, some are arguing with each other in making their work.

- **Group 4 evaluation results**

In the process of project activities, students were so enthusiastic in working on it together. They are able to express their imagination in forming a work. Students are also able to stick, make round, rectangular and square patterns. Students also add colorful and pictorial tape decorations to their work.



Picture 1. Product project

Discussion

The research was conducted at SDN NO 42 Hulonthalangi which made media namely "Review Boxes" by means of which it was made in groups which were divided into 4 groups. The four of us split up to assist them in making the project. Before starting the project, we ask students to bring out the tools and materials that have been ordered by their trustees. We show the materials we have made from home. We asked them to observe the material. Many of the answers from students based on their own imagination. Some answered Emot box, voice mail and some only answered the box. We also asked them what the project was made of and where it was usually found. Various answers began to appear, some answered that used paper, cardboard and materials can be found in trash cans, gutters and so on. Our class was divided into 4 groups and each of us coordinated/accompanied 1 group. There were 22 students who attended, so we divided the group into 4 groups consisting of 5 students.

The activities of pasting, cutting, and making patterns to form review boxes. We also ask them to make projects based on their imagination without being limited by the

sample materials we provide. Some took the initiative to cut out triangles, while others made emotes using origami paper. After completing the project, we direct them to wash their hands. The activity ran smoothly until in the last session we gave rewards to students who dared to come forward to lead prayers and were active during the learning process in the form of books and stationery. So that others don't feel left out, we also reward them in the form of food. We end the activity by reciting basmallah followed by a photo session with students and guardians who have helped us a lot. Project activities in grade 4 ended at 09.30 WITA. Before closing the activity we provide reflection/evaluation to students regarding today's learning activities. Students are very enthusiastic in expressing their feelings during learning activities. After the process of making the media there are several results from each group, where in each group there are also various characters from students. Where in group 1 there are students who often fight when making media, causing other students to be disturbed by their behavior. In group 2 there are students who often disturb their friends, so that fights occur between them. In group 3 they really participate among themselves, so that a kinship is created between them. And in group 4 there are students who often shout, causing other students to be disturbed by their screams.

Conclusion

In the era of globalization, system education is growing very rapidly. Era modern start enter in system education. because that we as the next generation of student educators must can offset progress technology in system education. With make creativity learning effective, besides teacher students are also expected to be able to recognize the character of a teacher in carrying out the teaching process in the classroom. Participant educate could understand learning effective for develop aspect development physical, cognitive, emotional, and social participant educate.

In the learning process, a management model is needed that provides higher autonomy to schools, flexibility, and encourages the direct participation of school members and the community to improve the quality of schools based on national education policies and applicable laws and regulations.

Therefore, we took the draft idea of making the "Student Against Teacher Review Box" practice. The waste materials in question are materials from organic waste that can be recycled such as used cardboard, used paper, cardboard and so on. The reason we chose this design is to educate students so they can use the objects around them as learning tools.

Suggestion

The school environment as a place for learning activities to take place is expected to provide a positive contribution and motivation to the development of student creativity. Schools have a great influence on the development of creativity in carrying out project-making activities from organic and non-organic waste materials. Environmental factors, association, and the way they are educated influence the development of their creativity. It is hoped that students will begin to learn to develop their talents and creativity so that learning objectives can be achieved optimally.

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