CHAPTER II

THE REVIEW OF RELATED LITERATURE

In this chapter, the researcher will present the basic theory of study, which will initially explain the definition of a tutor and learning success and the factors that influence it.

A. Definition of Tutor

Definition of tutor based on Hamalik (1991: 73) (in Abi Masiku (2003: 10)) suggests that tutorials are instructional guidance in the form of providing advice, assistance, guidance, direction, and motivation so that students can be efficient and effective in learning. Subjects or personnel who offer guidance in tutorial activities are known as tutors. Tutors can come from teachers or instructors, trainers, structural officials, or even students selected and assigned by the teacher to help their peers learn in class.

Tutoring began as an informal and unstructured method of educational assistance, dating back to periods in Ancient Greece. Tutors operated on an ad-hoc or impromptu basis in varied and unfixed settings wherein the primary goal of the tutor was to impart knowledge to the learner to help the latter gain proficiency in the subject area. Methods of tutoring only began to become more structured after the 20th century through focus and specialization in the training of tutors, application of tutoring, and evaluation of tutors. From the 20th century onwards, with the rapid spread of mainstream education, the demand for tutoring has also increased to supplement formal education.

There can be an existing overlap between different types of tutoring concerning the setting or location of tutoring, the size of tutor-learner pairings/groups, and the method of tutoring provided. For example, one-on-one peer tutoring can take place through online tutoring. Tutoring is typically private since it exists independent of the system of public and private education. That is, one can be enrolled in public/private schooling and attend personal tutoring services.

1. Academic coaching

Academic coaching is mentoring applied to academics. Coaching involves a collaborative approach. Coaches try to help students learn how they best learn and how to operate in an academic environment. Tutors help students learn the material in individual courses, while coaches help students learn how to succeed in school. In college, that includes study skills, time management, stress management, compelling reading, note-taking, test-taking, and understanding how to use a syllabus. Academic coaches meet with the student regularly throughout the semester. Coaches work with students in all kinds of situations, not just those who are struggling academically. Academic coaching also serves to help students prepare for entrance exams to gain entry to schools or universities, and it is trendy in Asia. For example, in India, most students visit a coaching centre or a "study circle."

2. Home-based tutoring

In-home tutoring is a form of tutoring that occurs in the home. Most often, the tutoring relates to an academic subject or test preparation. This is in contrast to

tutoring centres or tutoring provided through after-school programs. The service most often involves one-on-one attention provided to the pupil. Due to the informal and private nature, there is limited substantial or conclusive information on in-home tutoring.

3. Online tutoring

Online tutoring is another way for a student to receive academic help, either scheduled or on-demand. Sessions are done through an application where a student and tutor can communicate. Standard tools include chat, whiteboard, web conferencing, teleconferencing, online videos and other specialized applets, making it easier to convey information back and forth. Online tutoring has recently emerged as a mechanism to provide tutoring services in contrast to more traditional in-person teaching. One of the potential drawbacks of online tutoring stems from the influx of sensory overload of information from different materials. "For example, material presented in multiple modalities run the risk of interrupting the learner from a coherent learn- ing experience, of imposing a "split attention" effect (the mind cannot concentrate on two things simultaneously), or of overloading the learner's limited supply of cognitive resources."

Teachers and tutors have differences. Teachers teach students in schools and determine based on specific qualifications, whereas tutors do not have stuff in the subjects they teach. In addition, sometimes teachers have a dual profession as tutors when the teacher guides students outside of school hours. The following are the main differences between a teacher and a tutor:

1. Teacher

a. The teacher teaches a large group of students, usually between 10 and 40 students. Teachers are required to teach following a standardized curriculum focused on specific academic standards. Classes taught by teachers must reach the targets set in educational standards, and this is done within a particular time limit
b. A teacher should try and design a teaching method that suits all students.
c. The teacher should provide learning materials that help children with many different learning styles.
d. The teacher will adjust the overall speed of learning, and if most students have understood the information from the teacher, then the lesson can be continued.

2. Tutor

a. Usually, a tutor only teaches one person or a small group of students. Tutors also adapt lessons to student learning styles.
b. Tutors can present information in several different ways or methods to help students understand concepts
c. In teaching and learning activities, students are usually the subject. They ask for help with specific tasks. Tutors help assist students.
d. The tutor reinforces what the teacher has taught in class.
e. The teacher teaches a predetermined subject, but the tutor focuses on the student's needs.

f. Tutors can assist students with flexible skills and techniques. If one method doesn't work, they will look for another approach. Not all qualified teachers can become good tutors. The classroom environment is very different from tutoring. Although sometimes they don't have specific qualifications, Tutors are more enthusiastic and have a passion for teaching the subjects being taught.

The tutor plays a vital and multifaceted role in supporting students' academic learning. Here is an overview of the parts a tutor often plays simultaneously.

1. The Tutor as a Helper

The tutor's job is to help students to learn and problem solves on their own. Tutors do not just give students answers; instead, they are ready to help the student progress toward a solution. Tutors understand that learning is a process of comprehension, application, analysis, synthesis and evaluation. To assist in actively becoming involved in the learning process, tutors help tutees to:

a. Know the type of problem being solved.
b. Understand and use the vocabulary of the subject.
c. Practice the application of principles.
d. Realize that all learners make mistakes but that learning from one's mistakes is a very effective way to learn.
e. Perform the work themselves.
f. Verbalize what they have learned.

2. The Tutor as a "Model Student."

Tutors are successful students, not experts. Tutors demonstrate the thinking, study skills and problem-solving skills necessary to learn new information. Since tutors are successful learners, tutors exemplify the behaviours of a model student. They must assess the areas where a student may need additional assistance and take the time to share tips and strategies that work.

3. The Tutor as a Learning Center Employee

As a Learning Center employee, tutors help to preserve the reputation of the Learning Center. Tutors follow the rules and policies outlined in this manual as well as stated during the tutor training. Also, tutors are responsible for explaining the centre's approaches to the students utilizing the centre. During the semester, tutors should report any problems or concerns to the Learning Center Director. Tutors are respectful to the students, learning centre staff, as well as the faculty and administration.

B. Definition of Teaching

The definition of teaching According to Mahani Razali, teaching are activities that have a purpose and have a goal where teachers share information with students to enable them to complete a task that could not be achieved by themselves before that. According to Sulaiman Masri, Mashudi Bahari, teaching is a complex process that is influenced by various elements, including the quality of teaching, intelligence, talents and interests of students, and the influence of motivation, school environment home and parents' encouragement on students.

In teaching, of course, some aspects must be applied by teachers and tutors. One of them is preparation, implementation, and evaluation during the learning process.

1. Preparation of teaching

Teaching preparation is essentially short-term planning to estimate or project what is done. Thus, teaching preparation attempts to predict the actions taken in learning activities, especially those related to competency formation.

Teaching is, then, rather like climbing. Each flight returns us to the same point. The first step is always preparation. That is, each time teacher prepares a lesson, better informed than before. (Anthony Haynes, 2010). E. Mulyasa (2003) states that professional teachers must develop good, logical and systematic teaching preparation because, in addition to implementing learning, teaching preparation is a form of "professional accoutability".

A teacher in delivering material must pay attention to things that support the teacher in making it easier to convey the material to be taught, including the following:

a. Determine the goals to be achieved
b. Develop a lesson plan
c. Determine the suitable method
d. Using the right media

Teachers' preparation for teaching requires adequate attention if all that follows is to fulfil its most significant potential for transformation in the live participants. (Nancy Mamlin, 2012). In teaching preparation, it must be clear that

the essential competencies that will be mastered by students, what to do, what to learn, how to understand them, and how the teacher knows that students have mastered specific competencies. These aspects are the main elements that must be at least present in every teaching preparation as a guide for teachers in carrying out learning and shaping students' competence.

Preparation and planning are critical components of effective teaching. Lack thereof will lead to failure. If anything, every teacher should be over-prepared. Good teachers are almost in a continuous state of preparation and planning. They are always thinking about the next lesson. The impact of preparation and planning is tremendous on student learning. A common misnomer is that teachers only work hours, but when the time for preparing and planning is accounted for, the time increases significantly. Six ways proper preparation and planning will pay off :

1. Make a better teacher: A significant part of planning and preparation is conducting research. Studying educational theory and examining best practices helps define and shape your teaching philosophy. AnalyzingAnalyzing the content that you teach in-depth will also help you grow and improve.
2. Boost student performance and achievement: As a teacher should have the content that teaches mastered. Teachers should understand what teaching, why teaching it and create a plan for presenting it to the students every day. This ultimately benefits the students. As a teacher, it is my job to give the information and show it in a way that resonates with the students and makes

it important enough for them to want to learn it. This comes through planning, preparation, and experience.

3. Make the day go by faster: Downtime is a teacher's worst enemy. Many teachers use the term "free time". This is simple code, for I did not take the time to plan enough. Teachers should prepare and plan enough material to last the entire class period or school day. Every second of every day should matter. When the teacher plans enough, students remain engaged, the day goes by quicker, and ultimately, student learning is maximized.
4. Minimize classroom discipline issues: Boredom is the number one cause of acting out. Teachers who develop and present engaging lessons daily rarely have classroom discipline issues. Students enjoy going to these classes because learning is fun. These types of studies do not just happen. Instead, they are created through careful planning and preparation.
5. Make confidence in what to do: Confidence is an essential characteristic for a teacher to possess. If for nothing else, portraying confidence will help the students buy what the teacher selling. As a teacher, never ask yourself if you could have done more to reach a student. Or a group of students. Teachers might not like how a particular lesson goes but should take pride in knowing that it was not because teachers lacked preparation and planning.
6. Help earn the respect of peers and administrators: Teachers know which teachers are putting in the necessary time to be effective teachers and which teachers are not. Investing extra time in the classroom will not go unnoticed by those around. They may not always agree with how they run the

classroom, but they will have genuine respect for teachers when they see how hard they work at the craft. (Larlen, 2014)

Teachers are required to play an active role as organizers of student learning activities. A teacher must also take advantage of the student learning environment, both in class and outside the classroom, to support teaching and learning activities.

In addition, as a teacher, the teacher must understand various kinds of student characters, change students' thinking patterns, and have good integrity. Intelligence here is the ability to act directed, reason and deal with the environment effectively.

However, before a teacher carries out learning in the classroom, the teacher needs to prepare various learning tools that will support learning objectives.

a. Establish appropriate teaching materials and materials

The teacher chooses suitable materials and teaching materials to make students feel directed and assisted in learning. Students find it easier to think and follow the path of the teaching and learning process

b. Determine learning objectives

Teachers must have synergy with learning objectives. In this process, the teacher measures the extent of their competence and performance. In that way, the teacher has clear directions and definite guidelines in the learning process

c. Increase students' interest in learning

Teachers need to prepare a careful design before learning begins so that student interest in learning increases. Because not all students have the same interest in teaching materials.

d. Increase student motivation in learning

Teachers need to prepare precise steps on how to provoke student creativity. There needs to be a challenge prepared. With the challenges, the learning process can run perfectly. If the learning process is perfect, the student's motivation will grow

e. Presenting learning

The teacher needs to prepare presentation steps in the classroom. In modern learning, teachers are required to use technological media by displaying formats such as PowerPoint or similar media

f. Prepare a sequence of activities in learning

Before entering the classroom, the teacher should have thought about the duration of time to explain the material, discussion, quiz activities, games, and reflection. Everything needs to be designed in a mindset so as not to be overwhelmed. If the order is wrong, it could be that time has run out, but the material has not been taught. Or it could be, time is not up, but the material is finished

g. Review the material that has been taught

The purpose of reviewing the material that has been taught is so that the material to be taught is mutually sustainable. Or in other words, students' memory of new learning material does not immerse memory about the material.

The teacher must consider things in teaching preparation are also essential aspects and must be prioritized as a professional teacher. The teacher acts as a model used as an example by students. Therefore a teacher must have good

character and noble character to respect students more and make a teacher as a guide. Each teacher must also provide knowledge, skills, and other experiences outside of educational functions such as preparation for marriage and family life, learning outcomes in the form of personal and spiritual behaviour and choosing jobs in the community, learning outcomes related to social responsibility for children's social behaviour. The curriculum must contain the things mentioned above so that children have individuals who are by the values of life adopted by the nation and country, have basic knowledge and skills to live in society and learn to develop their abilities further.

Teachers must also have sufficient knowledge and experience about the media as a communication aid to make the teaching and learning process more effective. Not every media is by the conditions of teaching and learning, so it also requires expertise to select, use, and work on learning media properly. Choosing learning media must be following the goals, materials, methods, and abilities of the teacher and the students' interests.(Gilbert H. Hunt, Dennis G. Wiseman, Timothy J. Touzel: 2009)

2. Implementation of teaching

High-quality implementation of educational approaches can have a significant impact on improving students' outcomes. Implementation is generally defined as a specified set of planned and intentional activities to integrate evidence-based practices into real-world settings (Mitchell, 2011).

When implementing an educational approach, providing ongoing support to teachers through coaching, workshops, and supervision has been shown to

substantially impact student outcomes (Artman-Meeker, Hemmeter, & Synder, 2014).

According to Hamzah (2012), the implementation of learning applies the interaction process of students with educators and learning resources in a learning environment that includes teachers and students who exchange information.

Based on a systematic scoping review, the goal was to explore whether particular implementation concepts or strategies in school settings effectively support teaching and improve student outcomes. The teacher can be said to be able to carry out the implementation is when the teacher can implement the standard competency standards of a teacher.

One form of teaching implementation is the teacher's activities in the classroom. Teacher activities are activities that the teacher carries out during the learning process. In the learning process, the teacher must provide knowledge (cognitive), attitudes and values (alternative), and skills (psychomotor) to students. The teacher is responsible for seeing everything that happens in the classroom to help the student development process. The delivery of subject matter is only one of the various teacher activities in learning as a dynamic process in all phases and student development.

Teacher activities are activities that the teacher carries out during learning. Learning activities that need to be considered by the teacher to create an effective learning atmosphere are as follows:

1. Before starting the learning activity, the teacher must prepare and motivate students to follow a calm and conducive learning process.

2. The teacher starts the learning activity by explaining the lesson plan by referencing the material to be studied.
3. The teacher explains the previous lesson by linking the last material with the material to be studied.
4. The teacher carries out learning activities by the goals to be achieved and explains to students the learning objectives to be completed.
5. The teacher carries out learning activities by explaining the material using language that is easy for students to understand and demonstrating mastery of the material.
6. The teacher carries out learning activities according to the content of the curriculum and relates it to the context of students' daily lives.
7. Teachers carry out learning activities using media that can attract students' attention to learn.
8. Teachers carry out various learning activities using learning methods and resources.
9. The teacher manages the class effectively without dominating or being busy with his activities so that all of the students' time can be used productively.
10. The teacher provides many opportunities for students to ask questions, practice and interact with other students.
11. The teacher arranges the implementation of learning activities systematically to help the student learning process.
12. The teacher involves students actively concluding the subject matter that has been learned.

13. The teacher evaluates the material that has been studied by providing assessments and exercises to students.
14. The teacher carries out follow-up activities on the material that has been learned. (Gilbert H. Hunt, Dennis G. Wiseman, Timothy J. Touzel: 2009)

3. Evaluation of teaching

Evaluation means assessing the level of success of students in achieving the goals set in a program. The word evaluation is an assessment that, according to Tardif et al. (1989), means: the assessment process to describe a student's achievements according to the criteria that have been pressed. Apart from the words evaluation and assessment, other terms are meaningful and more famous in our education, namely tests, exams, and tests. Grounlund (1974) also argues that evaluation is defined as a systematic process to determine the extent to which students achieve teaching objectives.

Practical teacher evaluation recognizes student achievement, knowledge, good practice, support teacher goals, shapes performance, motivates to improve on weakness and removes the rate of a bad teacher from the profession. Principals have high hopes for the processes and result of teacher evaluation and high expectations for themselves as teacher evaluators. Evaluation provides visible principal leadership in the school. (Kenneth D. Peterson, Catherine A. Peterson: 2005)

According to Nana Sudajana (1989: 9), before evaluating learning outcomes is carried out, it must first be prepared thoroughly and adequately. Planning for the assessment of learning outcomes generally includes six types of activities, namely:

1. Formulate the purpose of the evaluation.

2. Determining the aspects to be evaluated, for example, cognitive, affective, or psychomotor aspects.
3. Select and define the techniques that will be used in the implementation of the evaluation.
4. Develop measuring instruments that will be used in measuring and assessing student learning outcomes.
5. Determine benchmarks, norms, or criteria that will be used as guidelines or measures in providing an interpretation of the evaluation results data.
6. Determine the frequency of the learning outcome evaluation activities.

Given the importance of assessment in determining the quality of education, efforts to plan and carry out an evaluation should pay attention to the following principles and assessment procedures:

1. In assessing learning outcomes, it should be designed so that it is clear the abilities to be considered, the assessment materials, assessment tools, and the interpretation of the assessment results.
2. Assessment of learning outcomes should be an integral part of the teaching and learning process. The assessment is always carried out at each time of the teaching and learning process so that the implementation is continuous.
3. To obtain objective learning outcomes in terms of describing student achievement and abilities as they are, the assessment must use a variety of assessment tools and be comprehensive (covering various domains, such as cognitive, affective, and psychomotor).

4. A follow-up should follow the assessment of learning outcomes. Assessment result data is beneficial for teachers and anyone. (Elis Ratna Wulan, Rusdiana: 2014)

The learning evaluation procedure is an orderly step, and an evaluator must take it when evaluating learning. There are two main steps in the evaluation procedure, namely qualitative procedures and quantitative procedures; these two procedures are as follows: The evaluation method states that the evaluation of learning must be related to curriculum development. The quantitative evaluation procedure is as follows:

a. Determination of problems or evaluation questions

Determining issues in evaluation, namely knowing the types of teaching and learning situations and the causes of problems or questions that disrupt the learning process and the proper growth of students in the classroom.

b. Determination of variables, types of data, and data sources

Determination of variables can be done with the suitability of two sides, namely the appearance of students and the learning objectives themselves. And the decision of the type of data can be determined depending on the research data by the parameters. Meanwhile, the determination of data sources can be in the form of people, objects, or other entities during the learning process.

c. Determination of methodology

Determination of research methodology includes research subjects (population and sample with details of sample size, sampling technique, and who is the research sample).

d. Instrument development

Develop evaluation instruments with steps or procedures that are carried out in designing and processing evaluation instruments to measure competencies or specific objectives regarding student performance. Instrument development can be done by following research and development methods.

e. Determination of the data collection process

Collecting research data demands precision and accuracy, and carefulness of researchers in determining the required data. This is also determined by the accuracy and accuracy of the selection or development of data collection instruments.

f. Determination of data processing processes

The evaluator can perform data processing or analysis after all the required data has been collected.

Qualitative evaluation procedures according to Sudjana. (2000).

1. Identify the problem

Based on the principle of the problem, identifying the problem can raise questions related to whether, why, and how. A researcher should identify the problem by revealing all of the issues related to the field to be researched in research.

2. Restricting the problem

In qualitative research, it is often called the focus of research. Several problems identified are studied and considered whether they need to be reduced or

not. The considerations, among others, are based on the breadth of the study scope. Limiting the problem is an essential step in determining research activities

3. Determination of research focus

Establishing focus means limiting study. Setting the direction of the problem means that the researcher has defined the field of study, which means restricting the area of findings. Establishing focus means establishing the criteria for research data. Researchers can reduce data that is not relevant to the direction of the study. In qualitative research, it is possible to determine the focus of new research conducted and confirm when the researcher is in the field. This can happen if the direction of the problem has been well formulated, but once it is in the area, it is impossible to research so that it is changed, replaced, refined, or diverted. Researchers have the opportunity to refine, change, or add to the focus of the research.

4. Data collection

At this stage, what needs to be fulfilled are the research design or scenario, selecting and setting research settings, administering permits, selecting and assigning informants (data sources), determining data collection strategies and techniques, and preparing research facilities and infrastructure. Data collection is done by meeting the data source. When collecting data, things that need to be considered are creating a good relationship between the researcher and the data source. This is related to the data collection techniques used, such as observation, interviews, or observations.

5. Processing and meaning of data

Qualitative data analysis, which includes processing and interpreting data, begins when the researcher enters the field. Furthermore, the same thing is done continuously at the time of collection until the end of data collection activities repeatedly until the data is saturated (no new information is obtained). In this case, the data analysis and interpretation results will develop, change, and shift according to developments and changes in data found in the field.

6. Emerging theory

The role of theory in qualitative research differs from that of quantitative analysis. In qualitative research, the approach is not used to build a frame of mind in formulating hypotheses. Qualitative research works inductively to find a thesis. Theory serves as a tool and serves as an objective function. Theory as a tool means that with existing ideas, the researcher can complement and provide information about the phenomena they encounter. Theory as a goal implies that research findings can be used as a new theory.

7. Reporting of research results

A research report is the researcher's responsibility after the research data collection activities are declared complete. In a context like this, written reporting of research results has the most negligible good value. As a complement to the research process, as an actual result of a researcher, or as an authentic document of a scientific activity that a researcher has carried out.

There are four main things that the evaluator must do when evaluating the curriculum using the following procedures:

1. Determine the focus of the evaluation

Specify what and how the evaluation will be carried out. When the assessment is focused, this means that the process and design begin.

2. Problem formulation and data collection

Describe the formulation of the research problem with operational and measurable question sentences. These questions emphasize the effectiveness of each component in the specified evaluation model. And data collection includes interviews, observations, questionnaires, documentation. The data obtained must be validated through data triangulation, triangulation of information/data sources, triangulation of techniques, and extension of research time.

3. Data processing

Provide value and meaning to data that has been collected. If the information is about learning achievement, the data processing will provide value to students based on the quality of their work.

4. Define program fixes and changes.

Determine follow-up steps to fix things that are considered weak and lacking or by developing programs that can improve the quality of previous programs.

In passing, it has been mentioned above that in education. People conduct evaluations fulfilling two objectives, namely:

1. To find out the child's progress or the person being educated after the educated person is aware of education for a specific time.
2. This is to determine the level of efficiency of educational methods used by education during a specific period.

It is easy to understand that the two types of knowledge have an essential meaning in every educational process. Understanding children's progress has a variety of uses. Thus, it is appropriate for these evaluators to follow the procedures outlined. Following established methods can be said to be a form of responsibility for an evaluator. By following reasonable evaluation procedures, evaluation activities can be accounted for and have meaning for all parties. (Elis Ratna Wulan, Rusdiana: 2014)

According to Nana Sudjana (1989; 89), one of the preparations for an evaluation is determining the evaluation aspects, namely cognitive, affective, and psychomotor. In an evaluation result, usually, a teacher will use the theory of Benjamin S. Bloom, which is better known as Bloom's Taxonomy which broadly divides it into three domains, namely cognitive, affective and psychomotor.

a) Cognitive Domain

The cognitive aspect is the intellectual ability of students to think, know and solve problems. The cognitive domain includes mental (brain) activities. According to Bloom, all efforts related to brain activity are included in the cognitive realm. The cognitive part is related to the ability to think, including the ability to memorize, understand, apply, analyze, synthesize, and the ability to evaluate. There are six aspects or levels of the thinking process in the cognitive realm, starting from the lowest level to the highest level. The six levels or factors in question are:

1. Knowledge: A person's ability to recall or recognize names, terms, ideas, formulas, and so on without expecting the ability to use them.

2. Comprehension: A person's ability to understand or understand something after something is known and remembered. In other words, understanding is learning about something and being able to see it in many ways. A student is said to understand something if he can explain or give a more detailed description of it using his own words.
3. Application: A person's ability to apply or use general ideas, methods or methods, principles, formulas, theories, and so on, in new and concrete situations. This application is a process of thinking at a higher level than understanding.
4. Analysis: A person's ability to detail or describe a material or situation according to smaller parts and to understand the relationship between the elements or factors with other factors. The level of analysis is a level higher than the level of application.
5. Synthesis: Ability to think which is the opposite of the analytical thinking process. Synthesis is a process that combines parts or elements logically so that they are transformed into a structured or new pattern. The position of the synthesis level is one level higher than the level of analysis.
6. Evaluation: It is the highest level of thinking in the cognitive domain in Bloom's taxonomy. Assessment/evaluation here is a person's ability to consider a condition, value, or idea. For example, if someone is faced with several choices, he will choose the best option according to existing standards or criteria.

b) Affective Domain

The affective domain is the realm that deals with attitudes and values. The affective domain includes behavioural characteristics such as feelings, interests, attitudes, emotions, and values. In its simplest form, affective learning characterizes the emotional area of knowledge reflected by learners' beliefs, values, interests, and behaviours (Krathwohl et al., 1964; Smith & Ragan, 1999; Gronlund & Brookhart, 2009). Some experts say that a person's attitude can be predicted when a person has a high level of cognitive power. The affective domain becomes more detailed into five classes, namely:

1. Receiving or attending: a person's sensitivity in receiving stimuli from outside that come to him in the form of problems, situations, symptoms, and others. Included in this level, for example, are awareness and desire to receive a stimulus, control, and select signs or stimuli that come from outside. Receiving or attending is also often defined as the willingness to pay attention to an activity or an object. At this level, students are nurtured so that they are willing to accept the value or values taught to them, and they want to incorporate themselves into that value or identify with that value.
2. Responding: the ability to respond is the ability possessed by a person to actively involve himself in certain phenomena and make reactions to them in one way. This level is higher than the receiving level.
3. Valuing: assessing or appreciating means giving value or appreciation to an activity or object. If the action is not carried out, it is felt that it will bring harm or regret. Valuing is a higher level of effectiveness than receiving and responding.

4. Organization: finding differences in values so that new universal values are formed, which lead to general improvements. Organizing or organizing is the development of values into an organizational system, including the relationship between one value and another, the strengthening and priorities of its importance .
5. Characterization by the value or value complex: integrating all value systems that a person has, which affects his personality and behaviour patterns. Here the value internalization process has occupied the highest place in a value hierarchy. These values have been consistently embedded in his system and have influenced his emotions. This is the highest level of effectiveness because the inner attitude of the students has been wise. They already have an established philosophy of life.

c) Psychomotor Domain

Psychomotor domain is related to skills or acting after a person has received a particular learning experience. The psychomotor domain deals with physical activity, for example, running, jumping, painting, dancing, hitting, and so on. Simpson (1956) stated that psychomotor learning outcomes were seen in individual skills and ability to act. Psychomotor learning outcomes are a continuation of cognitive learning outcomes (understanding something) and affective learning outcomes (which appear in behavioural tendencies). Cognitive and affective learning outcomes will be psychomotor learning outcomes if students have shown certain behaviours or actions following the meaning contained in the cognitive and affective domains.

Assessing cognitive aspects is oriented towards thinking skills that include more uncomplicated intellectual abilities, namely remembering, to problem-solving skills that require students to connect and combine some of the ideas, ideas, methods, or procedures learned to solve the problem. Thus the cognitive aspect is a sub-taxonomy that reveals mental activities that often start from knowledge to the highest level, namely evaluation. Evaluation of cognitive learning outcomes can be done using objective tests or essay tests.

The purpose of assessing effective learning outcomes is to determine the achievement of learning outcomes in the mastery of the affective domain of competencies that are expected to be mastered by each student after learning activities occur. Measurement techniques and assessment of affective learning outcomes consist of testing techniques, namely reviews that use tests as measuring tools, and non-testing techniques, namely assessment techniques that use non-tests as measurement tools.

The assessment of psychomotor learning outcomes or skills must include preparation, process, and product. Assessment can be carried out during the process, namely when students practice or after the process takes place by testing students. A psychomotor examination can be done by using observation or observation. In other words, observation can measure or assess learning or psychomotor outcomes and processes. For example, the behaviour of students when practising, student discussion activities, student participation in simulations, and the use of aliens when learning. The test to measure the psychomotor domain is a test to measure the appearance or performance that students have mastered.

Learning evaluation is carried out to assess students' learning outcomes so that in the review, assessment or measurement of students' abilities is carried out. In evaluating, many techniques can be selected and carried out by the teacher. There are two kinds of evaluation techniques, namely test techniques and non-test techniques. The test technique can be done in writing or not in writing. While non-test methods are usually carried out to assess students' attitudes, behaviour, and personality during teaching and learning activities in class. (Asrul, Rusydi Ananda; 2014)

There are two types of instruments in the learning evaluation, namely objective tests and non-objective tests. The accurate test is divided into four which include: multiple-choice questions, true-false choice, matching, and short staffing. Meanwhile, the non-objective test is in the form of a long description. In writing this article aims to discuss how to use both objective and non-objective learning evaluation instruments.

a. Objective Tests

The objective test is a written test that requires students to choose answers that have been provided or provide short solutions, and the examination is carried out objectively (uniformly) on all students. There are several types of objective form tests: multiple-choice, true-to-false choice, matchmaking, and a temporary filling.

b. Multiple choice

A multiple-choice test is a form of objective test that presents questions and several answer choices where there is only one correct answer. Multiple-choice

tests can be scored easily, quickly and have high objectivity to measure students' cognitive level. This form of trial is very suitable for use in large-scale examinations, and the results must be announced immediately, such as school final exams and national assessments. However, to compile a test in the form of quality multiple-choice questions takes a long time, and the question writer will find it challenging to make a homogeneous imposter.

Before compiling a multiple-choice test, some things must be considered in preparing a multiple-choice test, namely:

1. The questions and answers are compatible.
2. The sentence arrangement for each question must be precise.
3. The language used is easy to understand.
4. Each question must contain one problem.
5. True-False Choices

The True-False (T-F) form of the test is a question that contains two possible answers, namely true or false. The function of true-false questions is to measure the ability of students to distinguish between facts and opinions. For the questions to function correctly, the material in question should be homogeneous in terms of content. This form of inquiry is widely used to measure the ability to identify information based on superficial relationships how to do this problem by circling or marking the answers that are considered correct.

The advantages of true-false tests are: they are easy to arrange and implement, can be assessed quickly and objectively, and can cover a broader range of material. While the drawbacks of this test are students tend to answer by trial and

error, have a low degree of validity and reliability, and often confusion occurs to make the questions clear.

Before compiling true or false questions, some things must be considered, namely: making clear instructions so that students are not confused, and each question should contain only one meaning, do not make questions that are still in question, whether right or wrong, avoid using words that can give clues about the desired answer.

1) Matching Tests

Matching is a form of a test consisting of a collection of questions and a group of answers, both of which are collected in two different columns, namely the left-hand question column and the right-hand answer column. The student's task is to find and place answers so that they match or match the questions. This form of test is used to measure the ability of students to identify information based on a simple relationship and the ability to connect between two things. The more connections between the premise and the response are made, the better the questions are presented.

To compile the matching test questions, you must pay attention to the following techniques:

1. Adjusting essential competencies with indicators
2. A collection of questions placed in the left column and a group of answers placed on the right
3. Using short sentences and directed at the subject matter
4. Short Fill

Short Fill Test is a test marked by the presence of an answer in the blank space provided by the teacher to write the answer briefly according to the instructions.

The way to compile a short test is:

1. The questions that are arranged should not use open questions so that students can answer decisively.
2. The statement should only contain one alternative answer.
3. Blank dots as places for solutions should be placed at the end or in the middle of sentences.
4. Can use pictures so that the questions can be shortened and clear.
5. Non-objective test

Non-objective tests or so-called test descriptions are tests whose questions require students' answers to describe, organize, and state answers in their own words in different forms, techniques, and styles. The form of description is often called the subjective form because, in practice, it is often influenced by the subjectivity factor of the teacher. This test is suitable for use in the social sciences field of study. The form of the essay test is divided into two types, namely:

2) Limited description

Students are given the freedom to answer the questions being asked, but the direction of the answer is limited so that this freedom becomes directed free.

3) Free Description

Students are free to answer questions systematically. Free to express opinions according to their abilities. However, the teacher still has to have a reference or benchmark in correcting the answers of students.

This non-objective test has its advantages and disadvantages. The benefits of this test are: 1) The test can be made quickly and easily, 2) encourages students to dare to express opinions in their language style and compose sentences in good form, and 3) measure the level of understanding of students.

While the weaknesses of this test are: 1) It cannot cover the whole material content, 2) The story of validity and reliability is low because the students' knowledge that is understood is difficult to know, 3) How to check it is influenced by subjective elements and takes a long time to correct.

The method of composing non-objective tests, namely:

1. The items in the essay test can include the material that has been taught and is following the indicators.
2. The composition of the sentence questions should be different from the sentences in the book but contain the same meaning.
3. The sentence is compiled concisely and clearly so that it is easy for students to understand.
4. To reduce the answers desired by the question maker (teacher) for correct answer guidelines and minimize the subjectivity factor.
5. We are making guidelines in answering the test.

In addition to the evaluation instrument in the form of a test, there are also instruments in a non-test. Non-test instruments are instruments other than learning achievement tests. Assessment tools that can be used are: observation/observation sheets (such as diaries, portfolios, life skills) and test instruments for attitudes, interests, etc. Includes:

a. Attitude scale test

The attitude scale test is a test that is done intentionally or unintentionally. This assessment is carried out by the teacher towards students not carried out into teaching and learning activities but also outside of teaching and learning.

b. Interest in learning test

The learning interest test is a test conducted by the teacher to students to increase students' interest in the subject. With the learning interest test, students will be severe in learning and help the teacher make students able to understand the lesson.

c. Achievement motivation test

Achievement motivation test is a test conducted by teachers to encourage students' motivation in learning so that they can get better achievement than before.

d. Creativity test

The creativity test is a test conducted by the teacher to students to measure students' creativity in learning so that the ability to perform tasks performed by the teacher and when behaving in class will be seen.

e. Oral test

The oral test is a test that is carried out by holding direct questions and answers to students either one by one, in pairs, in groups, or classically. Aspects that can be assessed from this test are: 1) The process of thinking of students in solving a problem, 2) Mastery of language and mastery of subject matter. (Yessy, Indah; 2012)

According to the fundamental concepts of modern education, the teaching and learning process has a goal to be achieved, namely building and developing potential learners—educators as leaders in the teaching and learning process expected to be able to design learning well. Learning design (instructional) that is packaged should refer to a systems approach and be more directed at applying instructional technology. Instructional technology viz resources compiled in advance in the design or selection process and the use of teaching materials combined into a complete instructional system to realize the learning process that aims and controls (Maswan and Khoirul Muslimin, 2017: 224).

The conclusion from the essence of teaching and learning above is that teaching is a process carried out between educators and students, where these activities have an educational value that aims to build and develop students' potential. Therefore educators are expected to be able to design innovative learning for their students.