

# **Evaluation on Learning Achievement Assessment of the 21st Century Elementary Students in Indonesia and Malaysia**

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## **ABSTRACT**

As the consequence, evaluation is needed to assess the 21<sup>st</sup>-century learning outcome assessment of the elementary school students to investigate whether or not the learning process positively affects the learning outcome to reach the target and quality of the learning process. This study constitutes evaluation research on the 21<sup>st</sup>-century learning outcome assessment of elementary schools in Indonesia and Malaysia. This study aims at 1) Evaluating the 21<sup>st</sup>-century learning outcome assessment of elementary schools in Indonesia and Malaysia; 2) Investigating the obstacles influencing the 21<sup>st</sup>-century learning outcome assessment of elementary schools in Indonesia and Malaysia; 3) Investigating the efforts conducted by the teachers to assess the 21<sup>st</sup>-century learning outcome of the students in the elementary schools of Indonesia and Malaysia. This study is evaluation research using the Discrepancy model of Malcolm. The study is going to be conducted in 15 elementary schools in the Special Region of Yogyakarta Province and another 15 elementary schools in Selangor, Malaysia. The data will be analyzed based on the conformity between the criteria standard as well as the learning target of each country's curriculum and the learning outcomes of the students of elementary schools in each corresponding country. The findings of the study are: 1) Construct validity indicates that all latent or variable components have high factor loading ( $<0.3$ ). This suggests that instruments for measuring how assessment of character education in the classroom are evidenced by the validity of construction correspond to data in the field; 2) the application of 21st century capability assessment both in Indonesia and in Malaysia falls into the category of good with the total average score for Indonesia is 4.17. And for Malaysia it's 3.9; 3) the highest indicator for Malaysia is "fair assessment" while Indonesia "reports". The lowest-scoring indicator for Indonesia is the "instrument trial", while Malaysia is on the "reporting" aspect.

Kata Kunci: *Evaluation, learning outcome, 21st century, elementary school*