



## FORM OF EVALUATION OF NEWS TEXT LEARNING AT SMP NEGERI 2 JAKARTA

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### ABSTRACT

This study aims to describe the form of evaluation in learning Indonesian, especially on news text material at SMP Negeri 2 Jakarta. The method used is a descriptive qualitative approach with data collection in the form of closed data collection techniques, observation, interviews, and study literature. The results of the study showed that most students understand the elements and structure of news texts and are able to write simple news, although some still have difficulty distinguishing facts and opinions. The learning evaluation carried out by the teacher includes written evaluations, project or performance evaluations and group presentations. This evaluation is considered quite effective in encouraging student involvement, but teachers still need to adjust the evaluation method to the diverse learning styles of students. Therefore, this study will provide a solution regarding the appropriate form of evaluation to be applied to news text learning at the junior high school level.

**Keywords: learning evaluation; news text; Indonesian language education; junior high school students**

### INTRODUCTION

In the context of learning, Indonesian as a subject in schools not only functions as a means of communication, but also as a medium for character formation, development of thinking power, and a tool to foster students' literacy skills. One form of literacy taught in the junior high school curriculum is the skill of understanding and writing news texts. This competency is important because it encourages students to be sensitive to facts, develop the ability to convey information systematically, and distinguish between facts and opinions in everyday life.

In the Merdeka Curriculum, news texts are part of the teaching materials aimed at developing students' critical thinking skills. Kosasih (2016) explains that news texts have a distinctive structure consisting of news headlines, news leads, news bodies, and news tails. The ability to understand and compose news texts with this structure is a skill that requires understanding the content, clarity of information, accuracy of language, and sensitivity to the value of facts and objectivity. However, the reality in the field shows that students' achievement of competency in learning news texts is not optimal. Many teachers are still fixated on traditional forms of evaluation such as written tests that only measure the knowledge aspect, while the skills (psychomotor) and attitudes (affective) aspects have not been fully addressed. This kind of evaluation does not provide a complete picture of students' ability to write and understand news texts contextually.

Learning evaluation should be designed not only to find out students' learning outcomes, but also to improve the learning process itself. Evaluation is an essential

component in the learning process that functions to assess the achievement of instructional objectives and to determine the extent to which students have mastered the competencies taught. According to Nana Sudjana (2009), learning evaluation is a systematic process carried out to determine whether learning objectives have been achieved. Meanwhile, Purwanto (2013) added that evaluation should include measuring the process, results, and impact of learning on student behavior. In other words, evaluation should be an integral part of the learning process, not just a tool to classify students' final results.

In addition, it is important to realize that students have diverse learning styles. Gardner (2006), in his Multiple Intelligences theory states that each individual has different intelligences, such as linguistic, visual, interpersonal, and kinesthetic intelligence. Therefore, the use of one type of uniform evaluation cannot provide justice and accommodation for the diversity of students' learning styles. Varied evaluations such as project assessments, presentations, analytical rubrics, self-reflection, and peer assessments are better able to reach all aspects of the intended competency.

Therefore, it is important for teachers to apply various and authentic forms of evaluation, such as project evaluation, assignments to write news texts based on real events, group presentations, structured assessment rubrics, and self-reflection and peer assessment. These forms of evaluation better reflect the principle of assessment for learning and can increase students' active participation in the learning process.

This study was conducted to systematically identify how the form of news text learning evaluation is applied at SMPN 2 Jakarta. The main focus of this study is to determine the types of evaluations used by teachers, the extent to which the evaluation is effective in improving student competence, and how the evaluation is in accordance with the characteristics and learning needs of students at the junior high school level. This study also seeks to provide solutions for appropriate, varied forms of evaluation that are in accordance with the characteristics of junior high school students, so that learning outcomes are not only measured numerically, but also have a real impact on the development of students' literacy skills.

## **METHOD**

This research is a direct research in the field using a descriptive qualitative method. This research uses a descriptive qualitative method that is field research. This approach is used to describe phenomena that occur naturally and in depth in the field. The main data sources in this study are Indonesian language teachers and students of class VIII of SMPN 2 Jakarta, as well as relevant learning documents. Data collection was carried out using three main techniques, namely: Observation, which is direct observation to obtain direct data regarding the implementation of learning and the form of evaluation used by Indonesian language teachers in news text material. Interviews, which were conducted with Indonesian language teachers and several students as sources to explore their perceptions and experiences related to the evaluation process carried out. Literature study, including data that is already available from sources of articles, journals, and books as sources of reading references. Data analysis techniques in this study include data reduction, data presentation, and drawing conclusions.

## **RESULT AND DISCUSSION**

The implementation of evaluation in class VII of SMPN 2 Jakarta was carried out through several forms of varied assessments. The results of observations showed



that teachers used written tests in the form of multiple-choice questions and short descriptions to measure students' understanding of news text structure (title, lead, body) and their ability to distinguish fact from opinion. This evaluation is generally conducted at the end of the lesson as a form of summative assessment. Although relatively easy to administer, written evaluations tend to only measure lower-level cognitive aspects, such as recall and comprehension. According to Bloom (Anderson & Krathwohl, 2001), 21st-century learning requires evaluation that also addresses higher-level thinking (analysis, synthesis, and evaluation).

In addition, teachers gave project assignments to write news texts based on students' observations of real events in the school environment and oral presentations as a form of performance assessment. These forms of assessment refer to the principle of authentic assessment, namely assessment that emphasizes the active involvement of students in contextual tasks that reflect real life situations (Muhaimin, 2020).

The project evaluation was deemed more appropriate for the characteristics of news text learning because it required students to write texts based on real-life events at school. This project not only practiced writing skills but also fostered critical thinking, teamwork, and creativity. Students demonstrated high enthusiasm when writing news stories about ceremonies, inter-class competitions, and national holidays. This demonstrates that contextualized learning can foster active student engagement.

In the interview, the teacher explained that the project evaluation was designed to develop critical thinking and creative writing skills, two skills that are the pillars of modern literacy according to Trilling & Fadel (2009). Teachers also conduct oral evaluations in the form of group presentations. Through these evaluations, students present their written work and are assessed based on articulation, content, and delivery style. However, teachers also admit that not all students are comfortable with oral evaluations due to psychological factors such as shyness or lack of self-confidence. Therefore, different evaluation approaches are needed according to students' learning styles and characters.

The teacher used an assessment rubric that included components of news structure, completeness of information, accuracy of facts, language, and creativity. In addition to the product aspect, the teacher also assessed the process and attitudes of students during the activity, in accordance with the authentic performance-based assessment approach (Wiggins, 1998). The teacher also provided direct formative feedback to guide students individually and in groups.

From the interview results, the teacher realized that there were differences in students' learning styles, and tried to adjust the evaluation to be more diverse. Gardner (2006) in the theory of Multiple Intelligences stated that each student has different intelligence (verbal-linguistic, visual-spatial, interpersonal, etc.). Therefore, the form of evaluation also needs to be adjusted to provide equal opportunities for all students to demonstrate their competence.

Observations shows that students show active involvement in learning news texts. They are enthusiastic when writing news based on events they experience, such as flag ceremonies or commemorations of big days at school. This is in line with the concept of contextual learning, which emphasizes the importance of linking lesson materials to students' real experiences (Johnson, 2007).

In interviews, students said that writing news texts helped them understand the structure of the text more concretely. Some students admitted that they still had difficulty distinguishing facts and opinions, but felt helped by the teacher's guidance and

examples of news presented in class. Teacher guidance during the writing process was considered very helpful, which is in line with the scaffolding principle in Vygotsky (1978) proximal zone development theory.

Despite this, several issues remain in the evaluation process at SMPN 2 Jakarta. One of these is the unequal opportunity for students to demonstrate their abilities optimally due to time constraints, differences in character, and the dominance of one particular type of evaluation. Furthermore, evaluation still focuses on the final outcome (product), while aspects of individual thinking processes and development have not been fully accommodated. The use of technology in evaluation has also not been optimally utilized, even though students today tend to be more familiar and comfortable using digital platforms.

These findings reinforce the view that effective learning evaluation must be authentic, contextual, flexible, and able to accommodate student diversity. Evaluation should not simply be a classification tool, but rather a reflective and learning process in itself.

In the context of 21st-century learning, evaluation must serve as a vehicle for developing students' critical thinking, communication, collaboration, and creativity skills. Therefore, evaluation in news text learning must be designed as a fair, in-depth, and meaningful process for each student.

The following is a form of evaluation that is recommended as the right solution in learning news texts:

### **Authentic Assessment**

Authentic evaluation is a form of assessment that reflects real-world situations and gives students the opportunity to demonstrate their competence in a meaningful context. In news text learning, authentic evaluation can be applied through news writing assignments based on real events at school, such as scouting activities, inter-class competitions, or OSIS activities.

This process will hone students' skills in observing, collecting, and organizing factual narrative information, as well as adapting it to the appropriate news text structure. Furthermore, the authenticity of the experiences written about also enhances students' emotional and cognitive engagement.

Wiggins (1998) stated that authentic assessment allows students to demonstrate their understanding and skills in a realistic and challenging context. In Indonesia, according to Nurhadi (2004), authentic assessment requires students to carry out activities that reflect the application of knowledge in real life, not just answering questions.

This is in line with the conditions at SMPN 2 Jakarta, where students appear more enthusiastic when given the task of writing news that is close to their personal experiences.

### **Self assessment and Peer Review**

Evaluation methods such as self-assessment and peer review also need to be developed to encourage metacognition and students' sense of responsibility for their learning outcomes. In practice, teachers can provide a simple rubric containing assessment criteria such as clarity of title, completeness of content, balance of information, and style of language used. After students complete their writing, they are asked to assess their own work and provide feedback on another student's work. This activity not only helps students understand the quality and shortcomings of their work but



also trains openness to criticism and develops the ability to evaluate objectively.

Sadler (1989) stated that effective self-assessment helps students develop metacognitive awareness and increases learning motivation. Meanwhile, according to Falchikov & Goldfinch (2000), peer assessment contributes to improving the quality of learning outcomes because students are more aware of assessment standards and expectations. In this study, some students admitted that it was easier to improve their writing after receiving input from peers, especially during class presentation sessions.

In the Indonesian context, Suparman (2015) emphasized that self- assessment and peer review are very appropriate for the active learning approach, because they allow students to become subjects in the evaluation process, not just objects of teacher assessment.

### **Portofolio-Based Evaluation**

Portfolio evaluation is a form of assessment that assesses students' work results comprehensively and continuously. In learning news texts, students can be asked to collect all their writing results in one portfolio that includes initial drafts, revisions, final results, and self-reflection. This portfolio reflects the student's thinking process, skill development, and efforts in completing assignments.

Paulson et al (1991) explain that a portfolio reflects students' efforts, progress, and achievements in one or more areas. In the field, teachers at SMPN 2 Jakarta said that documentation of students' writing results from time to time was very helpful in understanding the development of students' writing skills, as well as facilitating reflection at the end of the semester.

### **Digital Technology-Based Evaluation**

In the digital era, teachers need to integrate information technology-based evaluation to address the learning challenges of Generation Z, who are familiar with the digital world. This evaluation can be conducted by utilizing Google Docs for collaborative writing, Google Forms for understanding news structure, and applications such as Quizziz, Kahoot, or Moodle for interactive exercises. Furthermore, teachers can encourage students to create multimedia news stories (simple news videos) using mobile devices and lightweight editing applications. This strategy not only increases students' learning motivation but also expands their digital literacy skills.

Redecker et al. (2012) explain that the use of technology in evaluation can improve assessment accuracy and active student engagement. In Indonesia, Wahyudin (2021) states that ICT-based learning supports digital communication skills and virtual collaboration, two essential elements of modern education.

### **Co-Assesment**

Collaborative evaluation is a form of evaluation that involves more than one party in the assessment process, such as teachers, students, and even peers. In news text learning, co-assessment can be applied when students work in groups to write news, then assess the results together based on agreed criteria.

According to Harris and Bell (1994), co-assessment increases students' sense of ownership of the learning process and builds trust and communication between teachers and students. A teacher at SMPN 2 Jakarta said that on several occasions, he invited students to compile a joint assessment rubric, and this made students better understand the quality standards of their work.

In Indonesia, this approach is in line with the participatory principle in active learning (Trianto, 2010), where students are involved in every stage of learning, including assessment.

According to Redecker et al. (2012), technology-based evaluation can increase flexibility, student involvement, and assessment accuracy. Meanwhile, in the Indonesian context, Wahyudin (2021) emphasized that ICT-based learning not only makes it easier for teachers to manage evaluations but also increases students' learning motivation

Implementing diverse and inclusive forms of evaluation such as this requires teacher preparedness, both in terms of pedagogical knowledge, time management, and technological skills. Therefore, schools need to provide ongoing training for teachers to develop evaluation models that are appropriate to current needs. Collaboration between Indonesian language teachers across schools can also provide a forum for sharing best practices in news text evaluation.

Overall, the ideal evaluation solution for news text learning focuses not only on final assessments, but also on a learning process that encourages active engagement, critical thinking, and character building. Evaluation should be designed as an integral part of educational learning, not simply a means of measuring grades. This way, students will not only be able to write news technically but also develop a sensitivity to facts, communication skills, and social responsibility as part of an information-literate society.

## **CONCLUSION**

Based on the research results, it can be concluded that the form of evaluation of news text learning at SMPN 2 Jakarta has been carried out in various ways and covers various aspects of competence. Evaluation is not only carried out in the form of written tests, but is also equipped with project evaluations, group presentations, and process assessments. Teachers try to adjust the form of evaluation to the characteristics and needs of students, and use structured rubrics to maintain objectivity and accountability of assessments.

However, challenges are still found in the form of students' difficulties in distinguishing between facts and opinions, as well as the need to strengthen critical thinking skills in writing news texts. For this reason, a more comprehensive and meaningful evaluation is needed. Authentic evaluation, self-assessment and peer review, portfolios, digital technology-based evaluations, and collaborative evaluations are recommended forms of evaluation because they are able to accommodate students' diverse learning styles and assess the process and learning outcomes fairly and comprehensively.

## **ACKNOWLEDGMENT**

The author would like to express his deepest gratitude to Prof. Endry Boeriswati, M.Pd., and Dr. Asep Supriyana, S.S., M.Pd., as Lecturers of the learning evaluation course who have provided direction, guidance, and motivation during the process of compiling this paper. Mrs. Ummi Aenurrizki, S.Pd., as an Indonesian language teacher and student of SMP Negeri 2 Jakarta who has been willing to be a respondent and provide data and insights that are very valuable for the smooth running of this research. Fellow students and friends of the author who always provide moral support and technical assistance during the research process. Beloved family, for their prayers, support, and encouragement that never stopped while the author completed this work. Hopefully this work can provide benefits for the development of Indonesian language learning



evaluation, especially in news text material.

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