

Evaluation of Citizenship Education Learning Process Assessment

Delfiyan Widiyanto^{a,*} & Annisa Istiqomah^b

^aS-1 Pendidikan Bahasa dan Sastra Indonesia, Universitas Tidar, Indonesia

^bS-1 Pendidikan Pancasila dan Kewarganegaraan, Universitas Negeri Yogyakarta, Indonesia

Abstract

The purpose of this research is to know the evaluation of assessment of learning process of Citizenship education. Assessment of learning process as uoaya to improve the quality of learning. The assessment of the learning process is conducted to measure the efficient, effective, and productivity of learning activities. Implementation of the 2013 curriculum has obstacles in starting from planning, implementation, and reporting. Implementation of curriculum implementation there are constraints on the use of learning methods, lack of time in learning activities, lack of learning materials, attitude difficulties, and curriculum facilities 2013 at SMA N se Palembang. Preliminary observation on the aspect of the assessment of the learning process conducted in SMA N in Gunungkidul District that less attention for assessment of the learning process. Type of research conducted with the type of evaluation of discrepancy model with quantitative descriptive approach. The research was conducted in SMA N of Gunungkidul Regency consisting of 11 senior high schools with 16 respondents of Citizenship education teachers using the 2013 curriculum. The results showed that the assessment of the learning process was carried out very well. Assessment process assessment consists of components namely planning, implementation, and results lapoaran. The planning stage is an excellent category with a t-score of 54.6186, the implementation stage of the assessment of the learning process including the category is very good with t-score of 49.65875, and the reporting stage of the results of the assessment process included the category less with a t-score of 20.93. In the comparison stage of learning process gap disparity shows the percentage of the assessment plan implemented 98 %, the percentage of the implementation of the assessment is done 91 %, and the percentage of assessment report of the learning process is done 45%.

Keywords: Evaluation, assessment of learning process, discrepancy model

1. Introduction

Assessment of parts of components in learning. Efforts to improve the quality of learning can be pursued through improved quality assessment. Learning as teaching and learning process that there are three elements, namely instructional goals, teaching and learning process, and learning outcomes. According to Sudjana (2014) the object of assessment there are two kinds, namely learning outcomes and teaching and learning process. In line with that, based on the Regulation of the Minister of Education and Culture No. 22 of 2016 on Standard Process of Primary and Secondary Education final component of evaluation is obtained from a combination of process assessment and assessment of student learning outcomes. Assessment is not only done on the results alone, but there is an assessment of the learning process that measures the effectiveness, effectiveness, and productivity of learning.

In learning there should be a match between goals, learning, and assessment. Compliance between objectives, learning, and known by comparison between learning objectives with assessment, learning objectives with learning, and between learning and assessment (2015). The assessment of the learning process sees the suitability of the learning objectives, the implementation, so that the teacher does an assessment of the planning, implementation, and assessment results of the learning process.

The obstacles of teachers in the implementation of the curriculum of 2013 Citizenship education subjects in State Senior High School of Palembang based on research conducted (Wulandari, 2016) under the title of obstacles in the implementation of the 2013 curriculum for subject teachers of Citizenship education in SMA N se Palembang city that there are difficulties in making RPP in accordance with the curriculum 2013, the use of learning methods, lack of

* Corresponding author.

E-mail address: delfiyanwidiyanto@untidar.ac.id

time for learning activities, lack of subject matter in the curriculum of Citizenship education 2013, difficulty in assessing attitude aspects, and supporting learning facilities.

Pre-research results show that the implementation of the curriculum 2013 on the subject of Citizenship education high school level in Gunung Kidul Regency still use the mixed curriculum. Schools that have implemented the 2013 curriculum on Citizenship education subjects at all levels are in three high schools, namely SMA Negeri 1 Wonosari, SMA Negeri 2 Wonosari, and SMA Negeri 2 Playen. In addition, it still implements a mixed curriculum on Citizenship education subjects. In the process assessment there is still a problem with the low assessment of the process, with the lack of teachers paying attention to the process assessment. Assessment tends to be more on the orientation of learning outcomes that benchmark the achievement of competencies. The low assessment of the learning process, so that improvements in learning are sometimes not done. Lessons learned do not see the effectiveness of learning activities that take place. Students' ability is assessed through learning outcomes only, the teacher does not know the difficulty of students in the learning process takes place. Based on the above description, will describe the evaluation of the assessment of the learning process.

2. Literature Review

2.1. Evaluation

Evaluation is a process used to determine the success of the program. Evaluation comes from the English evaluation, in the Indonesian language into a meaningful evaluation of the rate. Evaluation as a process of providing information that is taken as a consideration in formulating policies. According to Subali (2016) evaluation is a systematic process implemented to determine the quality, implementation, and success rate of the program.

According to Stufflebeam & Shinkfield (1985) Evaluation is a systematic assessment of the value or advantages of some objects. In line with that opinion, according to Sukardi (2015) that the evaluation of a process to find data or information about the object implemented for the purpose of making a decision on a particular object. The objects in the evaluation are the things that become the center of attention being evaluated.

Evaluation is a systematic and continuous process for collecting, describing, interpreting, and presenting information about a program used as a basis for making decisions and preparing subsequent program policies (Widoyoko, 2016). Decisions and recommendations based on the collection, drawing, and explanation of various information about the effectiveness of tiban (Sanjaya, 2016). Evaluation is used to determine the implementation of programs or activities that have been done.

In learning, evaluation has its own meaning. According to Gronlund & Linn (1990) evaluation is the process of collecting, analyzing, and interpreting the information systematically to know the extent to which students achieve instructional goals. The purpose of the evaluation in the learning program by looking at the achievement of instructional goals or teaching objectives. According to Kirkpatrick & Kirkpatrick (2006) evaluation is useful for establishing program accuracy.

Evaluations are carried out on the basis of clear principles as the grounding. There are several evaluation principles that serve as the foundation, the principles of evaluation of learning programs according to Daryanto (2012) that the principles of evaluation are alignment, student involvement, coherence, pedagogical, and accountability. Another opinion about the principles of evaluation, according to Sudjiono (2006) there are three basic principles: the whole principle, the principle of continuity, and the principle of objectivity. Conceptual evaluation can be a guide indicator framework consists of structure and priority indicators, a skeleton concept there are key components in literature review. The evaluation principle is also put forward by other experts, according to Gronlund & Lin. (1990) The general evaluation principle is to establish clarity to be evaluated by having priority in the evaluation process, evaluation techniques according to the characteristics of measurement capabilities, comprehensive evaluation techniques, the use of appropriate evaluation techniques requires awareness and limitations, evaluation as a means to achieve purpose.

2.2. Assessment of the learning process

The assessment dimension of education not only assesses the impact of the learning process, but also the learning process. According to Wallace and Larson [24] that assessment in education as a means to collect information on the appropriateness of learning strategies with the state of the student to develop learning. The learning process can

facilitate students in learning or receiving learning materials. Assessment of the process as a teacher activity read the classroom situation, interpret and make decisions about what to do on learning activities (Airasian, 1991).

The assessment dimension of the process is related to the components of the teaching and learning process such as teaching objectives, methods, teaching materials, student activities, and assessment. According to Majid, (2014) the assessed aspects of the assessment components of the teaching and learning process, namely the components of learning objectives, student components, teacher components, tool components and learning resources, assessment components.

The criteria used for the assessment of the learning process include activities undertaken by teachers and students. According to Sudjana (2014) several criteria can be used in assessing the teaching and learning process, consistent of teaching and learning activities with the curriculum, the implementation by the teacher, the implementation by the students, the motivation to learn, the activity of the students in the learning activities, the interaction of teachers and students, the teacher's teaching skills, the quality of the learning outcomes achieved by the students.

In the assessment of attitude objects in learning, which need to be assessed when the learning process has several parts. According to Widoyoko (2016) object of attitude there are four, that is attitude toward subject matter, attitude toward teacher of teacher, attitude toward learning process, attitude related with value or norm related to a learning material.

According to Brooker, et al (2006) criteria and assessment standards include preparation and planning, communication and interaction, teaching for learning, learning management, student evaluation, and professional. Criteria of teaching and learning process in learning covers from the beginning to the professionalism of teachers in teaching.

2.3. *Subject Citizenship education*

Citizenship perspective of social practice psychology that determines the nature of social membership, there are social practices that include legal instruments, public participation and common identity (Keating, 2014). Citizenship is not only in the political sphere, but in everyday life. According to Veugelers (2007) citizenship deals with how people give meaning to personal life of interpersonal and socio-political level. Citizenship develops into an education for citizens. Citizenship education becomes part of Indonesia's national curriculum, taught in schools from all levels of education.

The development of civic education in Indonesia has changed dynamics and policy changes, changes in both subject names, content of curriculum content, and textbooks along with learning innovations (Samsuri, 2011) According to Sumantri (2015) that civic education is an education that prioritizes expanded political democracy with other knowledge, to train students to think critically, analytically, behave and act democratically based on Pancasila and the 1945 Constitution. Citizenship education as an effort to form citizens based on Pancasila as the basis of the state (Samsuri, 2015) . Citizenship education becomes a conscious effort to prepare young citizens in developing love, loyalty, courage, to sacrifice tana h water Indonesia (Bakry. 2014).

Citizenship education subjects have a goal to form good young citizens. According to Sumantri (2015) that civic education aims to educate citizens to be good citizens, depicted with citizens with a sense of tolerance, loyal to the nation, democratic and pancasila souls. The purpose of civic education besides developing students to have a tolerant soul also develops students' active participation of citizens. According to Veldhuis (1997) civic education to stimulate the active participation of citizens in civil society in political decision-making. European citizenship is directed towards the specific purpose of active citizenship as a construction which is related to the liberal version of the liberal democracy (Kennedy & Brunold, 2006).

Citizenship education has components that make up citizens. Elements of citizenship other than morals include citizenship of knowledge, values, skills, active citizens, participative, and independent thinking (Pan, 2017). According Patrick & Vontz (2001) there are component forming, citizens, civics knowledge, civic skill cognitives, participatory civic skills, and civic disposition.

3. **Research Method**

The research was done to teachers in SMA N of Gunungkidul Regency consisting of 11 high schools with total teachers 16 respondents. Selection of 16 teachers based on the implementation of the 2013 curriculum. Data

collection used using documentation, observation, and questionnaire techniques. Questionnaire instrument prepared to know the implementation of assessment of learning process. Observation to observe the learning process from planning to the assessment report of the learning process. Documentation review is used to observe aspects of instructional devices.

The type of research used in the research is evaluation. Evaluation by Stufflebeam & Shrinkfield (1985) that " systematic study that design, conducted, and reported in order to assist a client group to judge and / or improve the worth and / or merit of some object ". This study uses a description approach, on a quantitative approach used to analyze the acquisition of quantitative data obtained from data collection and measurement.

Model discrepancy describes a process that develops objectives according to behavior, develops processes and content that have a relationship between achievement and objectives, measures gaps between real achievements and specific goals, and makes recommendations and improvements based on findings (Fernandes, 1984). The evaluation model of discrepancy has five steps in evaluating the gap of a program. The five steps of discrepancy evaluation are design, installation, process, product, program comparison (Fernandes, 1984). The model used in this study from the beginning to the end.

4. Results and Discussions

4.1. Result

This study aims to evaluate the assessment process and student learning outcomes that include planning, implementation, and report assessment results. Evaluation of the assessment of learning process and learning outcomes there are 5 stages, namely the stage of preparation of the design, the planning stage, the stage of implementation, the reporting stage of the results, and stage benchmarking. Evaluation research data on assessment of learning process of Citizenship education in SMA N of Gunungkidul Regency is described in 5 stages, following details of each stage.

4.1.1. Stage of Designing

The drafting stage of the design is collected from the document of the Minister of Education and Culture Regulation No. 23 of 2016 on the Education Appraisal Standards and supporting documents of the assessment guidelines as a basis for the formulation of program objectives and criteria. Based on Permendikbud No. 23 of 2016 that the assessment process and learning outcomes there are 3 components that are planning, implementation and report the results of assessment process of learning. Components of planning process assessment there are 5 indicators, namely basic competence and competency achievement indicators, learning waktu allocation, learning materials / materials, learning methods used, and tools, sources, media, and learning steps. Components of the implementation of the assessment process there are 5 indicators of the implementation by the teacher, the interaction of teachers with students, keterlaksanaan by students, the activity of students with the learning process, and the quality of learning achievement achieved by students. The components of the learning process outcomes report include indicators of the assessment report of the learning process. The assessment of the learning process in measured by evaluation criteria (Merdapi, 2016).

Table 1. Evaluation Criteria

Interval Skor	Category
$X > X_i + 1,5SB_i$	Very good
$X_i + 1,5 SB_i > X \leq X_i$	Good
$X_i > X \leq X_i - 1,5SB_i$	Less
$X < X_i - 1,5 SB_i$	Very less

4.1.2. Planning Stage

The data of planning process of learning process of Citizenship education is obtained from questionnaire, observation, and documentation. T-score data for each assessment planning indicator is presented in the table and the percentage of each indicator is described in the diagram. Data collection through questionnaire and observation are presented on Table 2.

The results of data collection through questionnaire and observation are 5 indicators including very good, planning of learning process with t-score of 54.162. Planning learning assessment based on data and observations calculated in percentage presented in Figure 1.

Table 2. T-score data indicator of process assessment planning from questionnaire and observation

No	Indicator	Questionnaire		Observation	
		t-score	Category	t-score	Category
1	Basic competencies and learning indicators	59.445	Very good	50.595	Very good
2	Allocation of learning time	59.44	Very good	48.45	Very good
3	Learning materials	57.95	Very good	52.74	Very good
4	Learning method used	51.99	Very good	52.74	Very good
5	Resources, media and learning steps	56.96	Very good	51.31	Very good
Average		54.162		Very good	

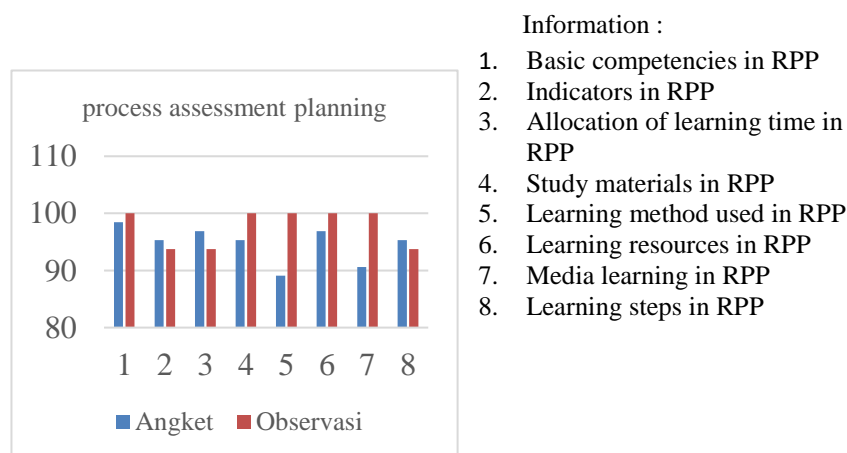


Figure 2. Percentage planning diagram of the process of learning process of questionnaire and observation data

Planning assessment of the learning process by data collection through questionnaires and observations consisting of 5 indicators included in the category very good with the percentage average 96%.

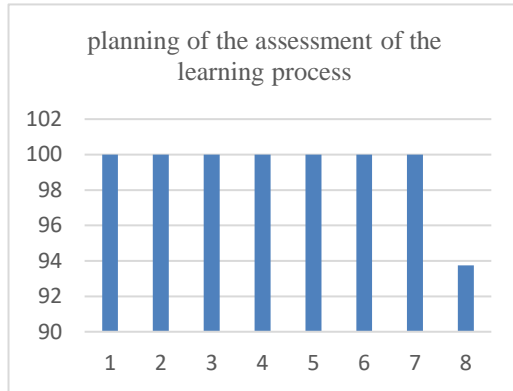
Collection of planning the learning evaluation process through documentation is presented on Table 3.

Table 3. Data t-score indicator of planning process assessment of the documentation

Indikator	Documention	
	t-score	category
1 Basic competencies in the lesson plan	55.87	Very good
2 Indicators the lesson plan	55.87	Very good
3 Allocation of learning time in the lesson plan	55.87	Very good
4 Lesson material in the lesson plan	55.87	Very good
5 Learning method used in the lesson plan	55.87	Very good
6 Learning tool used in the lesson plan	55.87	Very good
7 Learning resources used the lesson plan	52.69	Very good
8 Learning media used in the lesson plan	52.69	Very good
Mean	55.075	Very good

The average planning of the learning process based on documentation with a t-score of 55,075 is included in the excellent category.

The planning of the assessment of the learning process through documentation is calculated in percentages presented in the bar figure 2.



information:

1. Basic competencies in the lesson plan
2. Indicators the lesson plan
3. Allocation of learning time in the lesson plan
4. Lesson material in the lesson plan
5. Learning method used in the lesson plan
6. Learning tool used in the lesson plan
7. Learning resources used the lesson plan
8. Learning media used in the lesson plan

Figure. 2. Planning the assessment of the learning process from the documentation

Planning of learning assessment with data throught documentation consists of five indicators included in the excellent category with an average percentage of 99 %.

4.1.3. Implementation Phase

Data on the assessment of citizenship Education learning process is obtained from questionnaire, observation. The t-score data is presented in table form, whereas the percentage of indicators is described in the diagram. The following is the presentation of data from the implementation of the assessment of learning process data collected through questionnaires and observations.

Table 4. T-score data indicator of assessment of learning process from questionnaires and observations

No	Indicator	Questionnaires		Observations	
		t-score	Category	t-score	Category
1	Implementation by the teacher	37.738	Good	51.31	Very good
2	Teacher interaction with students	42.295	Very good	50.595	Very good
3	Implementation by student	54.97	Very good	52.1271	Very good
4	Activity of students with learning activities	51.2425	Very good	52.74	Very good
5	The quality of student learning achievement	51.692	Very good	51.882	Very good
Average		47.5875	Very good		Very Good

The average of the implementation of the assessment of the learning process with data collection through observation is very good category with average t-score of 51.7308. Implementation of the assessment of the learning process in percentages is presented in figure 3.

Implementation of the assessment of the learning process of questionnaire and observation data including very good category with the average percentage of 91%.

4.1.4. Result stage

The data for the assessment of the citizenship education learning process is obtained from questionnaire, observation and documentation. The t-score data is presented in table form, whereas the percentage of indicators is described in the diagram. The table 5 is the presentation of data from the assessment report of the learning process data collected through questionnaire and observation.

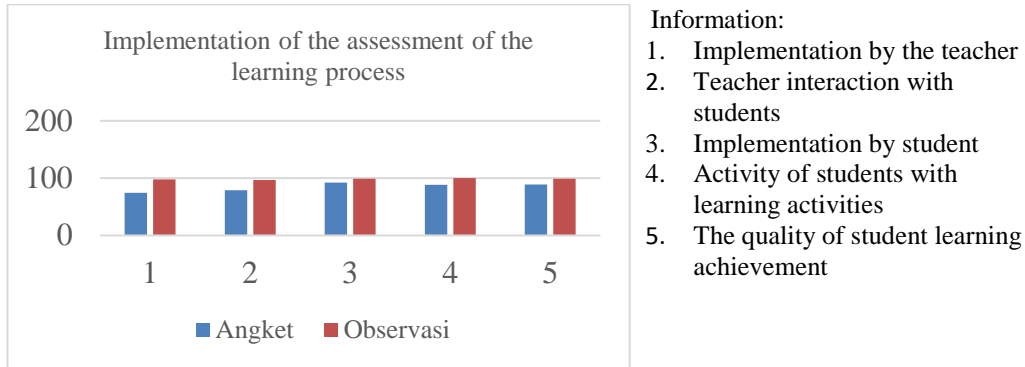


Figure 3. Percentage of the assessment of learning process of questionnaire and observation data

Table 5. *T-score* data indicator of the assessment report of the learning process

No	Indikator	Questionnaire		Observation		Documentation	
		<i>t-score</i>	Category	<i>t-score</i>	Category	<i>t-score</i>	Category
1	The assessment report of the learning process	53.48	Very good	-7.3	Very less	20.93	Less
Average		22.73					Less

Assessment report of learning process of data collection through documentation including category less, with *t-score* of 20.93. The assessment report of the learning process in percentages is presented in figure 4.

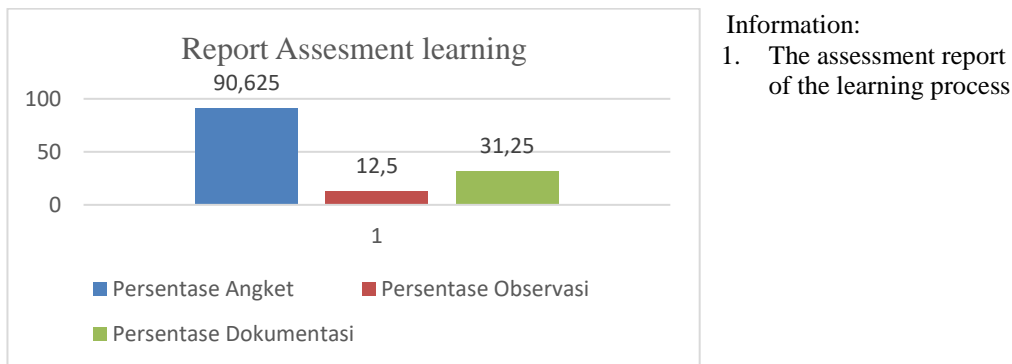


Figure 4. Percentage assessment report of learning process

The average of the assessment report of the learning process from questionnaire, observation, and documentation has a percentage of 45% included in the category less.

4.1.5. Comparison stage

The planning gap in the assessment of the learning process can be found from the percentage that is accomplished and not implemented. Here is the gap of each component.

1) Component of assessment of learning process

The planning gap in the assessment of the learning process of Citizenship education, there are 5 indicators, namely basic competence and competency achievement indicator, allocation of learning time, learning materials, learning method used, and tools, sources, media, and learning steps can be seen in the table 5.

Based on the results of the assessment planning process learning process including the category is very good. Planning assessment of learning process done 98% and 2 did not happen.

Table 5. The planning gap in the assessment of the learning process

Indicator	It's done	Not done
Basic competencies and learning indicators	98 %	2 %
Allocation of learning time	98 %	2 %
Learning materials	99 %	1 %
Learning method used	97 %	3 %
Tools, resources, media and learning steps	97 %	3 %

2) Components of the assessment of the learning process

There are 5 indicators of teacher learning process, teacher interaction with students, students 'activity, students' activeness with learning process, and the quality of learning achievement achieved by students can be seen in the following table.

Table 6. Gaps in the assessment of the learning process

Indicator	It's done	Not done
Implementation by the teacher	86 %	14 %
Teacher interaction with students	88 %	12 %
Implementation by student	96 %	4 %
Activity of students with learning activities	94 %	6 %
The quality of student learning achievement	94 %	6 %

Implementation of the assessment of the learning process is very good category. Percentage assessment of learning process done 91% and did not happen 9%.

3) Component of result of assessment of learning process

Gap result of assessment process of learning process of Citizenship education there is indicator of process assessment report of learning in following table.

Table 7. Gaps in the assessment of the learning process

Indicator	It's done	Not done
The assessment report of the learning process	45 %	55%

Based on the table can be explained the results of assessment process of learning process of Citizenship education questionnaire, observation and documentation as follows. The gap indicator teachers reported learning assessment carried: 45% and accomplished: 55%.

4.2. Discussion

4.2.1. Stage Planning assessment of learning process

The results showed that the planning component of the learning process assessment by the Citizenship education teachers in senior high school in Gunungkidul Regency was in very good category with the average *t-score* 54.6186 and the percentage of 98%. Based on the result of research indicate that component of process evaluation planning done very well, the teacher has implemented the assessment planning of the learning process with the teacher include the basic competence and the indicator of competency achievement, the allocation of learning time, the learning materials, the learning method, and the tool, the source, the media, and learning steps in RPP. Planning is one component of the assessment of the learning process (Brooker, 2006) Planning assessment of the learning process conducted by teachers Citizenship education in SMA N in Gunungkidul District by making learning planning in the form of learning tools. Skabulical learning tools syllabus, annual program, semester program and RPP learning implementation plan In addition, in the process of planning the assessment of the learning process needs to be noted the existence of consistency Sudjana (2014) stated that the consistency between teaching and learning activities with the curriculum is one of the criteria used to assess the learning process High School Teacher N Gunungkidul District shows the consistency by making RPP which refers to core competence and basic competence.

4.2.2. Implementation of assessment of learning process

The result of the research shows that the components of the learning process assessment conducted by the Citizenship education teachers in SMA in Gunungkidul Regency are in very good category with average *t-score* 49.65875 and percentage of 91%. Based on the results of research indicate that the component of the assessment of learning process conducted by teachers Citizenship education in high school as Gunungkidul Regency in very good category. Implementation of the assessment of the learning process has been done by the teacher through the assessment of the implementation by the teacher, the interaction of teachers with students, the implementation by students, the activity of the students with the learning process, and the quality of student achievement. The results of the research indicate the implementation of process assessment in accordance with the criteria proposed by Sudjana (2014) namely the implementation by the teacher, the implementation by the students, the motivation to learn, the activity of the students in the learning activities, the interaction of teachers and students, the skills and skills of the teaching teacher, achieved by students. Here are the results of research from each indicator found.

- 1) The teacher assesses the implementation of the teacher by applying the time allocation suitability, conducting the assessment of teaching materials, conducting the classroom assessment, conducting an assessment of the use of learning methods, and appraising the tools, sources, and learning steps very well. Implement the assessment of the learning process with scale and case studies very well, so get behavior information. Scale assessment refers to a phenomenon that is assessed or arranged within a predetermined level (Arifin, 2016: 165). Scale assessment conducted in accordance with Arifin stated, there are levels of behavior or attitudes of students.
- 2) Implementation of the assessment of the learning process in the form of teacher interaction with students is done through observation of the learning process. Citizenship education teachers in high schools throughout Gunungkidul District observed teacher interaction with students on a reciprocal basis, teachers observed observing students' difficulties. Widoyoko (2016) attitude object there are four, that is one of attitude of student to teacher of teacher. Implementation of teacher interaction assessment with students has been done by observing students' attitudes toward teachers in the learning process in accordance with the object of attitude expressed by Widoyoko (2016). Observations made by teachers on aspects of attitude in the learning process to see students' attitudes toward teachers as affective characteristics. Attitude is one part of affective characteristics.
- 3) Assessment of the learning process to the implementation by students is done very well. Teacher of Citizenship education in Senior High School of Gunungkidul District observed the students activity in following the guidance given, observed the activity of learning activity in the class, observed the students in completing the learning task, observed the utilization of learning resources, the interest and the spirit of the students in completing task.
- 4) Assessment of the liveliness of the students on the learning process based on the results of the study including the category very good. The teacher makes an observation of the student's efforts in finding the conquered information for problem solving and observing students' communication with the environment.
- 5) Assessment of the quality of student learning outcomes achieved on the basis of research results including the category very good. Teachers in the assessment of the quality of learning by observing changes in student knowledge, make observations and measurements of mastery levels of learning objectives, and establish success of learning objectives be based on the number of students who are afraid.

4.2.3. Stage product assessment of the learning process

The results show the components of the assessment report of the learning process conducted by teachers Citizenship education in high school as Gunungkidul Regency in the category of less with *t-score* 22.73 and a percentage of 45%. The assessment report of the learning process of the research results including the category less. The results showed that the teacher paid less attention to the report evidence.

4.2.4. Stage comparison

Assessment of learning process has 3 component that is component of planning, execution, and report result of assessment of learning process. Here are the results of the research of each component.

1) Planning assessment of learning process

Criteria assessment of the learning process there is one of them planning (Patrick & Vontz, 2001). The results showed that the assessment planning of the learning process was very good, with 98% percentage was done and 2% was not implemented.

2) Implementation of assessment of learning process

Implementation of the assessment of the learning process there are several criteria. The results of the research indicate the implementation of the assessment process in accordance with the Sudjana (2014) some criteria that can be used in assessing the teaching and learning process, consistent of teaching and learning activities with the curriculum, the implementation by the teacher, the implementation by the students, the motivation to learn, the activity of the students in the learning activities, the interaction of teachers and students, the ability and skills of teachers to teach, the quality of learning outcomes achieved by students. The implementation of the assessment of the learning process is very good, with the percentage done 91% done & 9% not implemented.

3) Result of assessment report of learning process

The gap in the assessment of the learning process of Citizenship education there is an indicator of the assessment report of the learning process. Based on table 28 can be explained the results of assessment process of learning Citizenship education from the questionnaire, observation and documentation as follows. The teacher indicator gap reported that the learning process assessment was 45% and 55% was not implemented.

Implementation of assessment of learning process of Citizenship education in SMA N of Gunungkidul Regency is done very well. Component planning assessment, implementation assessment, and assessment results of the learning process. Learning planning process assessment component has been implemented 90%, the implementation of learning process assessments carried out 91%, and the results of the assessment of the learning process implemented 45%. The assessment of the learning process is done very well in the planning component, the implementation of the learning process, but the results of the lesson assessment process done by teachers in SMA N Gunungkidul.

5. Conclusion

The results showed that the assessment of the learning process was carried out very well. Assessment process assessment consists of components namely planning, implementation, and results report. The planning stage is an excellent category with a t-score of 54.6186, the implementation stage of the assessment of the learning process including the category is very good with t-score of 49.65875, and the reporting stage of the results of the assessment process included the category less with a t-score of 20.93. In the comparison stage of learning process gap disparity shows the percentage of the assessment plan implemented 98 %, the percentage of the implementation of the assessment is done 91%, and the percentage of assessment report of the learning process is done 45%.

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