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# Analysis of Obstacles in Evaluating Student Learning through School Collaboration (SMAN 1 Medan, SMAN 2 Medan, and SMAN 3 Medan)

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## Abstract

This research aims to analyze obstacles in evaluating student learning through collaboration between schools at SMAN 1 Medan, SMAN 2 Medan, and SMAN 3 Medan, and provide solutions to overcome these obstacles. The method used is qualitative research with a case study approach. Data collection was carried out through interviews, observation and document analysis involving 3 teachers selected using purposive sampling. The research results show that the main obstacle faced by teachers is a lack of in-depth understanding of the concept of Technological Pedagogical Content Knowledge (TPACK) and difficulties in selecting appropriate technology. Many teachers feel less confident and less skilled in integrating technology into learning evaluation, which has an impact on low evaluation quality and student engagement. Solutions identified to overcome these obstacles include training and professional development focused on TPACK as well as collaborating with educational technology experts. Implementing this solution requires support and commitment from the school and government. This research recommends increasing teachers' understanding and skills in TPACK to improve the quality of learning evaluation and proposes an inter-school collaboration model as an effective strategy for overcoming similar obstacles.

**Keywords**: Learning evaluation, School collaboration, TPACK

## *Abstrak*

*Penelitian ini bertujuan untuk menganalisis kendala dalam evaluasi pembelajaran peserta didik melalui kolaborasi antar sekolah di SMAN 1 Medan, SMAN 2 Medan, dan SMAN 3 Medan, serta memberikan solusi untuk mengatasi kendala tersebut. Metode yang digunakan adalah penelitian kualitatif dengan pendekatan studi kasus. Pengumpulan data dilakukan melalui wawancara, observasi, dan analisis dokumen dengan melibatkan 3 guru yang dipilih secara purposive sampling. Hasil penelitian menunjukkan bahwa kendala utama yang dihadapi guru adalah kurangnya pemahaman mendalam tentang konsep Technological Pedagogical Content Knowledge (TPACK) dan kesulitan dalam pemilihan teknologi yang tepat. Banyak guru yang merasa tidak percaya diri dan kurang terampil dalam mengintegrasikan teknologi ke dalam evaluasi pembelajaran, yang berdampak pada rendahnya kualitas evaluasi dan keterlibatan siswa. Solusi yang diidentifikasi untuk mengatasi kendala ini meliputi pelatihan dan pengembangan profesional yang berfokus pada TPACK serta bekerja sama dengan ahli teknologi pendidikan. Implementasi solusi ini memerlukan dukungan dan komitmen dari pihak sekolah dan pemerintah. Penelitian ini merekomendasikan peningkatan pemahaman dan keterampilan guru dalam TPACK untuk meningkatkan kualitas evaluasi pembelajaran dan mengusulkan model kolaborasi antar sekolah sebagai strategi efektif dalam mengatasi kendala serupa.*

***Kata Kunci**: Evaluasi pembelajaran, Kolaborasi sekolah, TPACK*

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## Introduction

Learning evaluation is a crucial element within the realm of education, as it serves the purpose of evaluating the efficacy of teaching and learning practices, with the ultimate goal of enhancing the overall quality of education. This evaluation encompasses a wide array of aspects, ranging from gauging students' comprehension of the subject matter to assessing their mastery of skills, as well as observing their attitudes and behaviors exhibited throughout the learning process. However, during the implementation of learning evaluation, various obstacles often emerge, thereby potentially undermining the accuracy and effectiveness of the evaluation results. Hence, it becomes imperative to analyze the obstacles that arise in assessing student learning to identify appropriate solutions to overcome them (Najaah, 2021).

Collaboration among schools in learning evaluation is a viable strategy for addressing a multitude of challenges that may arise. By working together, schools can exchange experiences, resources, and effective evaluation methods, thereby enhancing the quality of learning assessment. Case studies involving SMAN 1 Medan, SMAN 2 Medan, and SMAN 3 Medan offer a comprehensive illustration of the obstacles encountered in learning evaluation and demonstrate how school collaboration can yield effective solutions (Apriono, 2022).

Collaboration among educational institutions can be instrumental in surmounting technical challenges related to learning evaluation, such as the utilization of information and communication technology (ICT). In the contemporary digital age, the incorporation of ICT in learning assessment has become increasingly imperative in enhancing the efficiency and precision of evaluation procedures. However, the availability of this technology may not be uniform across all schools. SMAN 1 Medan, SMAN 2 Medan, and SMAN 3 Medan may exhibit varying levels of access to and proficiency in utilizing technology for learning evaluation. According to Rina's (2024) research, the existence of a digital divide between schools can impede the effective implementation of technology-based evaluation methods.

Collaboration among schools can facilitate the effective use of technology in learning evaluation. Schools that possess advanced facilities and expertise in technology can offer training and support to other schools. Moreover, by sharing technological resources like evaluation software and online learning platforms, schools can bridge the digital divide and ensure that all students reap the benefits of technology in learning evaluation (Puspitasari et al., 2019). Research conducted by Voogt and Knezek (2008) demonstrates that the collaborative use of technology enhances the quality of learning evaluation by fostering innovation and efficiency in the assessment process.

Collaboration in learning evaluation among SMAN 1 Medan, SMAN 2 Medan, and SMAN 3 Medan not only helps address challenges but also fosters a supportive and inspiring learning culture (Chairiyah et al., 2023). These schools can enhance the quality of education by sharing experiences and best practices. According to Umar's (2019) research, learning organizations, such as schools, are more adept at adapting and progressing in the face of changes and challenges.

Overall, the purpose of this research is to identify and analyze the challenges encountered in assessing student learning at SMAN 1 Medan, SMAN 2 Medan, and SMAN 3 Medan, and to investigate how collaborative efforts between these schools can overcome these challenges. This research seeks to offer comprehensive insight into the effectiveness of collaborative strategies in enhancing the quality and precision of learning assessment. Additionally, it aims to develop practical recommendations for other schools to implement collaborative approaches to optimize the learning evaluation process and ultimately enhance the overall quality of education.

## Method

This research uses a qualitative methodology and a case study approach to investigate the difficulties in evaluating student learning through school collaboration at SMAN 1 Medan, SMAN 2 Medan, and SMAN 3 Medan. The research was conducted at these schools from March to April 2024, spanning a period of two months.

The main focus of this research was on teachers from SMAN 1 Medan, SMAN 2 Medan, and SMAN 3 Medan. Teachers were chosen as the primary participants because they are directly

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involved in planning and implementing learning evaluation. The research subjects included three teachers who were selected using purposive sampling techniques. This method was selected to ensure that the chosen subjects had relevant experience and knowledge in learning evaluation and school collaboration (Devi et al., 2023).

The research procedure starts with data collection, which involves conducting interviews, making observations, and analyzing documents. Interviews were conducted with teachers to gather information about the challenges they face in learning evaluation, as well as their views on school collaboration. Observations are made during learning evaluation activities to directly observe the process and any obstacles that arise. Document analysis is conducted on evaluation plans, reports of evaluation results, and other relevant documents.

The data analysis technique used in this study is thematic analysis. This involves analyzing data obtained from interviews, observations, and documents to identify the main themes related to obstacles to learning evaluation and the role of collaboration between schools. The data analysis process includes transcribing the data and interpreting the results. To ensure data validity, triangulation of data sources is employed. This involves comparing information from interviews, observations, and documents to obtain a comprehensive and accurate understanding.

## Result and Discussion

The research findings show that teachers at SMAN 1 Medan, SMAN 2 Medan, and SMAN 3 Medan encounter a significant challenge when it comes to evaluating learning. This challenge stems from a lack of comprehensive understanding of the Technological Pedagogical Content Knowledge (TPACK) concept. TPACK is a framework that combines technology, pedagogy, and content knowledge, and teachers must possess a deep understanding of TPACK to effectively utilize technology in the learning evaluation process (Suryani, 2022).

This challenge is made worse by the difficulties in choosing the right technology, especially for teachers who have little experience with TPACK. Many teachers struggle to decide which technology is best for evaluating learning, given the range of options available. This lack of knowledge often leads to the use of technology that is not ideal or even unrelated to the objectives of evaluation, ultimately reducing the effectiveness of learning assessment.

The results of interviews and observations indicate that many teachers are still unsure and lack confidence in incorporating technology into their assessment practices. This adversely affects the quality of evaluation and results in a lack of student engagement in technology-based assessment. Furthermore, document analysis reveals that teachers' evaluation plans frequently lack explicit integration of technology, suggesting a lack of knowledge or ability to incorporate TPACK (Technological Pedagogical Content Knowledge) into evaluation planning.

Figure 1. Interviews with teachers and observations were carried out at SMAN 1 Medan school.

Figure 2. Interviews with teachers and observations were carried out at SMAN 2 Medan school

Figure 3. Interviews with teachers and observations were carried out at SMAN 3 Medan school.

To overcome these obstacles, this research identifies several solutions that can be implemented. The primary solution proposed is training and professional development focused on TPACK and technology-based evaluation. This training aims to enhance teachers' understanding of the TPACK concept and their skills in selecting and using suitable technology

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for evaluating learning. Effective training should encompass both theory and practice, ensuring that teachers grasp the TPACK concept theoretically and can also apply it in real classroom contexts.

In addition to training, another solution identified was partnering with educational technology experts. These experts can provide guidance and support to teachers in integrating technology into the evaluation of learning. This collaboration can take place through workshops, consultations, or even joint planning and implementation of technology-based evaluations. With guidance from experts, teachers can gain confidence and skills in using technology, resulting in more effective and meaningful learning evaluations.

Implementing these solutions requires commitment and support from schools and the government. Schools need to allocate sufficient time and resources for training and professional development for teachers. In the long term, enhancing teachers' understanding and skills in TPACK will have a positive impact on the quality of learning evaluation and education. Technologically proficient teachers can create more interactive and engaging evaluations for students, thereby enhancing student motivation and learning outcomes. Collaboration among schools, exemplified by SMAN 1 Medan, SMAN 2 Medan, and SMAN 3 Medan, can serve as a model for other schools to overcome similar challenges and improve the quality of learning evaluation through the exchange of experiences and resources.

This research demonstrates that with proper training and support from educational technology experts, teachers' understanding of TPACK concepts and technology selection obstacles can be overcome. By overcoming this hurdle, it is hoped that the evaluation of learning in these schools can become more effective and contribute to enhancing the quality of education.

## Conclusion

This research reveals that the primary challenge in assessing learning at SMAN 1 Medan, SMAN 2 Medan, and SMAN 3 Medan is the limited understanding of the TPACK concept and the struggle to choose suitable technology. Teachers in these schools lack confidence and sufficient skills to incorporate technology into their assessments, resulting in a negative impact on the effectiveness of evaluation and student engagement.

By overcoming this challenge, it is hoped that the quality of learning evaluation can be enhanced. Collaboration among schools, such as SMAN 1 Medan, SMAN 2 Medan, and SMAN 3 Medan, can serve as an effective model for other schools in tackling similar challenges. This research highlights the significance of understanding and implementing TPACK in learning evaluation, along with the necessity of continuous support for teachers in addressing technological challenges in education.

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