

Curriculum Innovation in Assessment of Learning Outcomes through the Implementation of E-rapor

Desi Ariyanti[✉], Yuli Utanto, Haryono Haryono

Pascasarjana, Universitas Negeri Semarang, Indonesia

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Abstract

This research aims to describe and analyze teachers' perceptions of the implementation of E-rapor policies as a form of reporting and documenting learning outcomes, implementation of E-rapor as part of curriculum innovation in aspects of learning outcomes, as well as supporting factors and inhibition of learning curriculum innovation through the implementation of E-rapor in schools. The type of research used is qualitative research case studies. Data retrieval uses interview techniques to dig deeper into the implementation of E-rapor; observations to observe the condition of the school, the level of competence of teachers in using IT, and the infrastructure facilities used in the implementation of E-rapor; and documentation studies to strengthen the data obtained from the interview results. Data validity checks are conducted with data triangulation and source triangulation to compare and re-examine the degree of trust in information obtained through in-depth interviews. Data analysis using qualitative descriptive models based on the stages of data collection, reduction, presentation, and verification. The results of this study show that: 1) The emergence of various positive and negative perceptions of teachers acting as E-rapor users on E-rapor implementation policies as part of curriculum innovation, 2) Implementation of E-rapor has been developed how to use in accessing E-rapor applications that can not only be accessed through intranet networks in schools but can also be done online at home in processing the learning results of students, 3) Supporting factors and inhibition of learning curriculum innovation through the implementation of E-rapor is fully realized as a determinant of success in its implementation. The implementation of E-rapor conducted online is part of curriculum innovation that plays a very important role in the assessment of students' learning outcomes in schools. With these innovations, documenting the reporting of student learning assessments can be implemented effectively and efficiently resulting in a more accurate, transparent, and accountable report.

[✉] Correspondence address:
Pascasarjana, Universitas Negeri Semarang, Indonesia
Jalan Kelud Utara III, Semarang, Jawa Tengah, Indonesia 50237
E-mail: desippsunnes@gmail.com

INTRODUCTION

The implementation of technology used to assist in documenting student learning outcomes has been facilitated by the government as a manifestation of innovation and development in education. Innovation, according to Rogers in (Alasfor, 2016) is an idea and a work that is considered new by someone. The creation and use of technology as a derivative of an innovation has reached various forms and purposes in education. Since the launch of the 2013 Curriculum policy by the government of Indonesia, all aspects of education are also influenced. Starting from planning, implementation to the evaluation stage, contributing in detail at each stage. With this policy, the government also needs to provide training for teachers on the new curriculum (Psifidou, 2009). A transition range from a change is certainly very likely to be preceded by a smooth implementation of various lines. Eraslan (2013) reveals that one of the challenges faced during the transitional period is the limited ability and insight of teachers regarding the assessment system. A curriculum that has been developed will be meaningless if it is not implemented and the success of implementation is mainly determined by the aspects of planning and implementation strategies (Sari, 2014).

The government, in this case, the General Directorate of Primary and Secondary Education, has *released* a semi-online report card (E-rapor) application as an effort to create comprehensive and integrated data collection with an information technology-based data collection system known as the DAPODIK system (Basic Education Data) which includes student score data. The presence of technology in the form of online report card writing software is one solution to solve problems in the field of assessment (Retnawati, Hadi, & Nugraha, 2017). The application of E-rapor is an inevitable need in education in this digital era. Apart from that, is already one of the demands of the times in order to improve the quality of education services, because E-rapor application system developed by E-rapor Development

Team, which has undergone several improvements, also considered to be more capable of fulfilling all types of data needed. With the implementation of E-rapor, the process of making report cards is considered to be more orderly, smooth, accurate, transparent, and more accountable (Putri, 2020). If in the implementation process is carried out by following the procedures for use that have been prepared by E-rapor development team, the results will be in accordance with the expectations of the school in improving the quality of educational assessments.

The use of assessment information to improve learning cannot be separated from the instructional system that provides it (Wiliam, 2011). The application of E-rapor as a form of implementation of the dimensions of the curriculum as a result of learning, especially at the basic education level, reaps various perceptions from teachers. This perception emerged as a form of resistance to changes in the pattern of reporting learning outcomes through E-rapor. Various perceptions that indicate the form of support or rejection from teachers who act as users in the implementation of this E-rapor occur in several schools, one of which is at SMPN 8 Pekalongan. Based on the results of an interview with Mrs. Endang, SE. from Pekalongan of Education Office's Junior High School curriculum which is the first step of the research explained that there are some perceptions that support or even reject the presence of E-rapor as a form of planning that has been made based on an analysis of school needs seen from the results of the achievement of educational quality achievements in the assessment standards which is deemed lacking and must be improved.

There are pros and cons that arise with the implementation of E-rapor in schools that are ready to use E-rapors because before E-rapor are implemented, the entire history of assessments that have been made by teachers is fully submitted to the school curriculum team to be processed into a printed report cards using the mail merge facility in Microsoft office applications, namely Microsoft Excel. In the

process of working on conventional report cards such as inputting grades, calculating grades, and combining grades from various teachers into a process that must be precise and sometimes takes a long time, only after that the grades are put together by the homeroom teacher on the student report cards. Various risks may occur with this conventional process ranging from lost files, time-consuming and error-prone Excel file integration (Nurani, Puspasari, & Rachmawati, 2015). Regarding to the dependence on the curriculum team to handle the processing of learning outcomes, to start using E-rapor which require a process of planning, inputting, to printing learning outcomes, each user must do it, especially the teacher himself who is given the role of a subject teacher, homeroom teacher and guidance and counseling teacher finally found cases of many teachers who complained because they felt bothered by the change. This problem has become a polemic for most schools because they are not accustomed to do it personally in documenting student learning outcomes through E-rapor application. This has happened in several schools in Pekalongan region, the City of Batik, one of them is SMPN 8 Pekalongan City, especially in the activity of filling out report cards in the last 1 (one) year related to the implementation of E-rapor that has been implemented. One of the efforts that teachers can make in overcoming this problem is to develop teacher competence by participating in training, learning and gathering information (Melati & Utanto, 2016). Therefore, training in the form of *In House Training* (IHT) used to support the needs of teachers in increasing competence when implementing E-rapor to manage student learning outcomes is very important.

The purpose of this study is to describe and analyze: teachers' perceptions of the implementation of E-rapor policy as a form of reporting and documenting student learning outcomes, implementing E-rapor as part of curriculum innovation on aspects of student learning outcomes, and supporting and inhibiting factors of innovation curriculum as a result of learning through the implementation of

E-rapor in schools. While the benefits of this research can be used to make a conceptual contribution to curriculum innovation on aspects of student learning outcomes through E-rapor in formal education, especially in junior high school level.

METHOD

The research method used in this research is descriptive qualitative research. This descriptive qualitative research in the form of research with case study method or approach (*casestudy*). Collecting data using interview techniques to get deeper data about the implementation of E-rapor. Interviews were conducted by researchers with respondents including the principal, curriculum officer, E-rapor admin, subject teacher, homeroom teacher, and counseling teacher. The observation activity was carried out to observe the condition of the school, level of teacher's competence in using IT, and the infrastructure used in the implementation of E-rapor while the documentation study was carried out to strengthen the data obtained from the interviews. In this process the researcher will put aside personal experiences (Creswell, 2014: 21) as educators to understand the experiences of participants. Checking the validity of the data was carried out by triangulating data and triangulating sources to compare and cross-check the degree of trustworthiness of information obtained through in-depth interviews (Sugiyono, 2013). The data analysis used a qualitative descriptive model which included the process of collecting, reducing, presenting, and verifying data. The stages of data analysis in this study were the researcher first to conduct research in the field by making observations and interviews which was called the data collection stage. Therefore, the amount of data collected, data reduction held after reduction, then used as a data presentation. When the three stages are completed, a conclusion or verification is drawn.

RESULTS AND DISCUSSION

Teachers' perceptions of the application of the E-rapor policy as a form of reporting and documenting the learning outcomes of students in schools.

The application of E-rapor policy is necessary to be implemented in schools because the process of assessing student learning outcomes must be carried out in a structured and programmed manner. A credible and quality assessment will have a strong influence on the process of learning activities, results, and *outcomes* (Raymond, Homer, Smith, & Gray, 2013). The assessment system is complex ones, starting from planning, implementation, and reporting must also be done in detail as a comprehensive unit. Schools as educational institutions must be able to practice comprehensive assessments in order to explain the achievement of students' competencies in cognitive, affective, and psychomotor aspects. By assessing these three aspects, it will show that teachers carry out assessment of learning outcomes in a professional manner so as to produce quality students (Wuryani & Irham, 2013). So it takes the support of assessment equipment and supporting computer application programs, and integrates them with technology. Some experts argue that it needs technology integration with the assessment process (Pellegrino & Quellmalz, 2010). The use of this technology can take the form of the use of computer networks (Waycott et al., 2010), the use of e-tools (Heinrich, Milne, & Moore, 2009), and online system-based assessments (Retnawati, 2015b). To simplify the work of teachers in reporting an assessment of the learning outcomes of their students, the Ministry of Education and Culture and the Directorate General of Primary and Secondary Education and also the Directorate of Junior Secondary School Development developed E-rapor application so that the results of the report are accurate, more structured, fast and comprehensive. supported by a computer device.

Based on the facts of the interview results about the teacher's perceptions of the

implementation of E-rapor policy as a form of reporting and documenting the learning results of students in schools, it is presented as in the following table:

Table 1. Teacher perceptions of the application of E-rapor policy

Category	Number of Teachers
Positive Perception	29 people
Negative Perceptions	8 people
Abstain	3 people

(Source: 2020 research data)

Based on table 1 it is known that there is a far difference in perception between the number of teachers who have positive perceptions compared to the emergence of negative perceptions and abstaining (hesitation) about the policy of implementing e-reports in processing and documenting the learning outcomes of students in other words the emergence of positive perceptions from teachers more dominating.

From the results of the interviews conducted, it was found that various perceptions emerged from the teachers who acted as E-rapor users. Many of them show dominant sense of enthusiasm when being asked about the implementation of E-rapor as an expression of agreement on the policy of implementing E-rapor in schools as documentation and reporting of student learning results, but there are also some teachers who are seen lack of agreement or it can be said with the emergence of forms of resistance / rejection of E-rapor implementation policy although somewhat obscuring with a few positive comments but still show indicators of supporting.

Based on the results of interviews conducted with all respondents, it can be detailed described about the perceptions of teachers who show positive perceptions of the implementation of E-rapor policy, including the following report cards

1. E-rapor policy can have a positive effect on the education system to be more developed and advanced in the digital era. This is as conveyed by the principal when the implementation of E-rapor began to run,

teachers were very enthusiastic to start changing from manual paper-based value input to digital application-based assessments.

2. Changing teacher work patterns from manual patterns to digital ones. Based on the information from several respondents that the implementation of this E-rapor also affects the habits of teachers in using technological devices become more skilled.
3. E-rapors are synchronized with 'Dapodik' data. E-rapor admin who doubles as the 'Dapodik' admin also explained that before using E-rapor, the data on the 'Dapodik' must be completed first, so that all the data needed on E-rapor can be pulled automatically from the 'dapodik' application
4. E-rapor can make the teachers easily to apply assessments for students even go to print report cards and evaluate the value of student learning outcomes. This is related to the quality standard of the role of the teacher as an assessor, which is able to carry out systematic assessments (Bt, Zamri, & Hamzah, 2019).
5. Assessment in this application is also equipped with automatic descriptions for each domain based on Basic Competence and indicators taught in a subject. The advantage of using a digital application program such as this E-rapor is that the language used to describe the rubric is clear to read and easy to understand (Harmanto & Kristiana, 2017). So, teachers, as E-rapor users find it easily to map the basic competency needs in the current semester and adjust to the assessments that will be used.
6. Number of features provided (teachers, homeroom teachers, counselors, etc. as users) make it easily to work on E-rapor, such as when teachers do mapping The Basic Competence, the teacher only needs to summarize The Basic Competence descriptions that are already stated in the application so that the teacher does not have to bother making descriptions.
7. Class guardians is also spoiled with this E-rapor application because it can get all subject value data without having to be manually inputted as it is done on report cards in the form of a book.
8. Leger and report cards can also be viewed automatically before printing, and to maintain data security, each teacher has different *password* and *username*.

The various positive perceptions that emerge from teachers as users of this E-rapor show that the presence of E-rapor as part of curriculum innovation in assessing student learning outcomes in schools plays an important role in supporting the improvement of teacher competence, especially in using technology which is competency This is very necessary so that the overall improvement of the quality of education can be achieved properly.

The results of interviews with all respondents regarding teacher perceptions that show negative perceptions of the implementation of E-rapor policy, among others, can be concluded as follows:

1. E-rapor implementation policy at SMPN 8 Pekalongan is limited that was only being used by teachers as users and cannot be accessed by the guardians of students so that it does not have fully online and still can't implement *Paperless*. Based on the information from the principal, it is intended that direct communication between parents and the school in exposing the learning development of students can still be carried out face-to-face.
2. Shift in assessment application technology from excel to E-rapor has not been completely smooth in its use and is more limited in ability operational due to weak human resource development. This results in limitations: the ability to acquire and transfer the technology that has been selected, the ability to adapt the technology according to local conditions, and the ability to train teachers in the use of these technologies (Mulyana, 2008).
3. The presence of E-rapor was quite a hassle when it was early implemented. because it is

not so familiar, especially about the sequence of steps that must be obeyed. According to E-rapor admin's explanation that if there are missed stages, the results of the assessment will not be visible. There are several obstacles for teachers in inputting grades in E-rapor application, starting from making edits to Main Competence (KI) and Basic Competence (KD) and when inputting directly or through importing data via excel according to the format provided on the report card application menu (Husin, 2019) . So that these obstacles are not repeated, it is necessary to have assistance from E-rapor team that was specially formed to monitor the process of implementing value documentation in using E-rapor.

4. To download and upload process, it depends on the internet connection so that the value process will be hampered if the internet connection experiences is in problems.
5. Teachers with low levels of IT proficiency and those who are classified as elderly must be accompanied intensively so that the value process using this E-rapor is not hampered.
6. Changes versions often happen and must backup data if there is damage to the device used as E-rapor server. If the admin forgets to back up data, all the data that has been inputted will be lost.

Based on research data on interviews conducted on all respondents, it is known that the use of E-rapor application tends to invite a lot of positive perceptions from its users. Teachers as users *E-rapor* feel a positive impact with the existence of *E-rapor* in schools. In addition, with E-rapor learning that occurs in schools, the quality can be seen by looking at the scores or grades obtained by students. A scoring application system that contains references to these assessment criteria is submitted and assessed by a computer which can provide detailed feedback in various forms for different stakeholders (Creemers & Werf, 2010). Teachers must also be able to analyze the quality of learning so that later interested parties are able to seek to improve the quality of learning continuously (Jaffar, 2019). However, even

though it helps teachers in documenting student learning outcomes using this E-rapor, the existence of this E-rapor is not accompanied by outreach efforts *massive* from *stakeholders* authorized from central to regional, such as Pekalongan of Education Office which tends to ignore socialization and teacher assistance programs in the use of E-rapor so that not all schools have implemented E-rapor because they have not get socialization and official advice from Pekalongan of Education Office to implement E-rapor in documenting student learning outcomes. So that in fact until now in the city of Pekalongan not all schools have implemented E-rapor because most of the schools themselves are waiting for directions in the form of an official circular letter from Pekalongan of Education Office regarding the policy of implementing this E-rapor.

In this regard, even though until now many of the schools have seen moving back and forth to implement E-rapor in documenting the learning outcomes of students, if in the future Pekalongan of Education Office holds out a circular letter officially regarding recommendations to implement E-rapor at all schools, whether they want it or not, the principal must be ready to follow these recommendations by making various efforts such as holding internal activities such as workshops or *In House Training* (IHT) on E-rapor as has been done by several schools that previously implemented E-rapor without waiting for any socialization or training organized by the central government and or local governments.

Related to the IHT activities that have been carried out by several schools by inviting researchers as resource persons for the training, it can be seen that in fact when the principal as a leader in a school has been *welcomed* by the government policy on the recommendation to implement E-rapor as a medium to document the learning outcomes of participants students in the school and are ready to condition all *stakeholders* and fulfill all the infrastructure that is a prerequisite for the continued use of E-rapor, the teachers will also accept the principal's

policy and look enthusiastic to learn to deepen all the content contained in E-rapor application .

Because the fact is that according to the recognition of the majority of teachers as E-rapor users state that this E-rapor application is very easy compared to when using an assessment application made using the Microsoft Excel application because this E-rapor application is integrated with the Dapodik application so that all the data needed in E-rapor, they do not need to enter all the data from the beginning, they only need to synchronize or pull data from the Dapodik application to E-rapor. Any data changes that occur in the Dapodik application when the synchronization process has been carried out, all data contained in E-rapor application will also follow all changes.

In addition, by using this E-rapor application the data will be more accurate (Rudner et al., 2006) because all formulas have been verified by the correct system. Data will be processing accuracy. The output or value processing results produced by E-rapor in the form of student grades can be read clearly and the results of processing the value are in accordance with the desired assessment scheme. Meanwhile, in the assessment application made using the Microsoft Excel application, all data must be adjusted manually. If there is a change, even though a little, both in the master data held by the curriculum team as admin, changes must also be made to the value data held by all subject teachers and homeroom teachers. This will be very inconvenient and add to the task of teachers in inventorying data and documenting student learning outcomes.

Curriculum Innovation in Assessment of Learning Outcomes through the Implementation of E-rapor.

E-rapor implementation policy at SMPN 8 Pekalongan has become a major part of improving the quality of the education assessment being carried out. The implementation of this E-rapor for schools is a different innovation from before in the form of thoughts and ideas that can be developed so that

the benefits are felt. E-rapor are closely related to internet access and have an important role in increasing transparency and conveying the results of processing these values accurately and precisely to students and parents (Muhamad Bilawa Putra, 2018). The potential of technology help to launch a new era of an integrated and learning-centered assessment system (Pellegrino & Quellmalz, 2010) through this E-rapor greatly facilitates teachers in documenting student learning outcomes so that improvements in the quality of educational assessments carried out in schools can be achieved.

In connection with the diffusion process of innovation at SMPN 8 Pekalongan, there are 2 (two) stages, namely: *the first of* stage the initiation stage which includes activities to collect all information, conceptualization, and planning to adopt innovations. At this stage when the principal sees the obstacles, opportunities and potential that the school has regarding the processing of student learning outcomes, the principal immediately coordinates with the Dapodik admin and the curriculum team to collect information and plan activities related to documenting student learning outcomes by using E-rapor. So that it is not only accessible at school but also accessible at home that the value processing process becomes more flexible and efficient.

The second stage is the implementation stage, namely the whole of activities, actions, and decisions that include the use of innovation from using this E-rapor to make it easier for all users. Curriculum innovation in assessing learning outcomes through the implementation of E-rapor at SMPN 8 Pekalongan is implemented in various ways to make the application can be maximized.

The stages of implementing E-rapor need to be carried out in accordance with the procedures listed in the steps contained in the SMP E-rapor manual prepared by the Ministry of Education and Culture in order to make E-rapor implementation mechanism runs smoothly (Kemendikbud, 2017a). To be strengthened by the explanation of E-rapor admin in an interview about the implementation of E-rapor

in schools explained some general stages of implementing E-rapor as part of curriculum innovation as follows:

1. Synchronizing Dapodik and E-rapor
2. KKM input in each study group
3. Planning daily assessments, PTS, and PAS
4. Download format of Assessment
5. Daily Value Input, PTS, and PAS. Value input here can be done in 2 (two) ways, namely by entering / input values directly in E-rapor application or it can also be done by first downloading E-rapor format in Excel which has integrated the codes with the subject taken. The implementation of E-rapor program in the process of inputting the values of the teachers must enter their own values. There are also several levels operator or admin of E-rapor, namely administrator, homeroom teacher, subject teacher, Guidance and Counseling teacher. For the subject teacher, there is also the role of an extra coach, for example assessing the presence of students who can fill in Guidance and Counseling teacher as homeroom teacher, just to verify.
6. Upload the value of knowledge (PH, PTS, and PAS), skills, and attitudes
7. See and analyze the value of each subject.
8. Print the results of the assessment by the homeroom teacher with E-rapor admin assistance.

SMPN 8 Pekalongan tries to develop ways of accessing E-rapor so that they can be more effective and efficient in their use. One way is to put an E-rapor application online, which can be said to be semi-online because it still has to be printed and reported directly to the parents of students so that they can communicate directly for the purpose of consulting about the learning development of students in the one semester that has been passed. With the online method, E-rapor application does not have to be done together in the computer laboratory room, which often has to fight over signals to get internet access or a stable network but can be done without time and space limits, anytime anywhere we can also enter and process the original value of the

device, which connected to the internet. In his statement during the interview, it was explained that previously E-rapor admin had followed directions from E-rapor developer through the SMP E-rapor telegram group on how to online E-rapor using ngrok.com. Ngrok is a proxy server to create / open private networks through NAT or a firewall to connect local host to the internet with a secure tunnel. By using this Ngrok, E-rapor users can directly view and access E-rapor application on the computer / local host to the client computer via the internet.

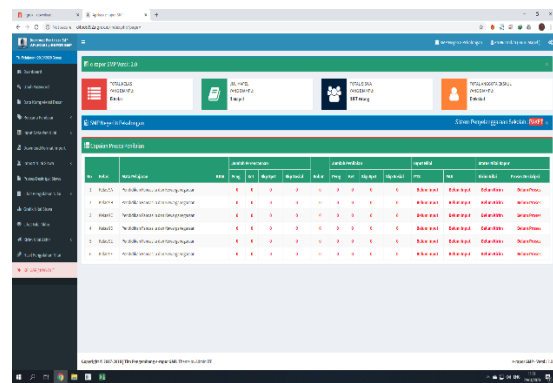


Figure 1. Display of online E-rapor access with ngrok.com

The stages of curriculum innovation in assessing student learning outcomes through the implementation of E-rapor that are set to be accessed online using ngrok.com have been implemented according to development needs. All stages of the development of this innovation are very important so that the implementation of value processing can run effectively and efficiently. The use of an online E-rapor application makes it very easy for teachers to process the learning outcomes of students. Teachers can access E-rapor from anywhere without limited space and time as long as the computer or device used as E-rapor server is also online and the Ngrok application must also be active. Arranging access to E-rapor online by using ngrok.com can make it easier for teachers in the process of documenting reports on student learning outcomes assessments.

The Supporting and Inhibiting Factors from curriculum innovation as a result of learning through the implementation of E-rapor

The implementation of E-rapor at SMPN 8 Pekalongan cannot be separated from supporting factors and inhibiting factors that arise based on observations, among others, the feature component, socialization, availability of infrastructure, utilization, management, to the evaluation component of E-rapor implementation.

Based on the results of observations and interviews related to supporting and inhibiting factors of each component in the implementation of E-rapor as part of curriculum innovation on the aspects of assessing student learning outcomes at SMPN 8 Pekalongan it can be formulated as follows:

First, it can be seen from the features and completeness components of E-rapor application itself. It is quite complete. This is a support for the implementation of value input by the teacher. The features contained in E-rapor are arranged systematically and adopted from the evaluation (Eiland et al., 2020) meaning that the teacher as an E-rapor user must enter the value step by step sequentially according to the procedure because if the process is carried out randomly it will cause the inputted assessment results not appear on the report menu. There will be a notification that there is an error in a certain segment that causes an error indication factor so the teacher can immediately analyze and correct the error. Whereas the obstacle in terms of the features contained in E-rapor is that on the account of local content teachers (mulok) such as Javanese subjects, KD must be typed manually so that it must readjust to the syllabus according to the assessment components to be used.

Second, in terms of the socialization of E-rapor at SMPN 8 Pekalongan, the implementation is carried out internally with the assistance of a companion teacher sent by the target school, namely SMPN 2 Pekalongan which is also a piloting school that implements E-rapor in the city of Pekalongan. The socialization was attended by all residents of

SMPN 8 Pekalongan so that all *stakeholders* can clearly know all matters related to the implementation of E-rapor so that the implementation can run smoothly. Not only stop at the socialization stage, but intensive assistance both face-to-face (*offline*) and online using the group of *Whatsapp* still being carried out until now so that E-rapor implementation process can be monitored and resolved properly if there are technical problems faced by e users. - Rapor. Meanwhile, the inhibiting factor was that there was no socialization to all schools in Pekalongan from the central government, but only 1 representative school from the city of Pekalongan was appointed to attend the socialization and the designated school did not transmit back to other schools, so the implementation of E-rapor was not evenly carried out by all schools. The implementation of socialization by schools also does not reach the guardians of students, so access to the application is limited to the teacher as the user so that no guardian ever opens an online report card as a result of which the open principle is fulfilled but its usefulness is not felt properly (Ros Indri Puji Saputro, 2016). This is certainly a separate homework for schools. Anyone can evenly access E-rapor without reducing its own function as an online application that refers to the principles of 2013 curriculum assessment that are valid, objective, fair, integrated, open, holistic, sustainable, systematic, accountable and educational (Kemendikbud, 2017b).

Third, the component of the availability of infrastructure. The implementation of inputting grades using E-rapor is carried out by all teachers by accessing applications that can be done in the school computer laboratory and / or at home using computers (PCs) and laptops provided by schools and cell phones that are owned by private teachers. This made very easy for teachers because the Principal of SMPN 8 Pekalongan also always supported all the things that were needed in implementing E-rapor in schools. However, the internet network connection that is used to access E-rapor at school sometimes get problems if it is accessed

simultaneously by all teachers to make the process of inputting grades stops.

Fourth, the use of E-rapor makes it very easy to document the learning outcomes of students but the obstacles are the problems experienced by schools, one of them is related to this article, the ability of teachers to plan lessons, develop media, and an assessment system (Budiyono, Haryono, & Triluqman, 2015). The implementation of the 2013 curriculum at SMPN 8 Pekalongan has not been fully understood by some teachers, especially in the aspect of assessing student learning outcomes though the purpose of assessment criteria is to establish clear and unambiguous standards of achievement for each learning outcome (Violante et al., 2020). There are several teachers who still enter the value of their knowledge and skills into one. Having not sorted according to the achievement of the basic competencies that have been listed in the syllabus and lesson plans, it can be said that the teacher has not “*moved on*” with the assessment concept in the 2006 curriculum.

Fifth, E-rapor management is carried out regularly by E-rapor admin so that all the data required in managing E-rapor directly can be used by subject teachers as well as homeroom teachers and counseling teachers. According to the explanation of E-rapor admin at SMPN 8 Pekalongan, ideally the one who acts as the admin of E-rapor specifically handles technically matters related to the implementation of E-rapor only, but if E-rapor admin doubles as a dapodik

admin as happened at SMPN 8 Pekalongan, the main tasks and functions will be less effective so that it is often hampered to save the recapitulation of the final assessment results that have been processed with E-rapor because they have to do other tasks in the Dapodik application.

Sixth, evaluation in the implementation of E-rapor as part of curriculum innovation is carried out at the end of each semester so that the obstacles experienced can be found for a joint solution to improve E-rapor management system in a better direction. However, the implementation of the evaluation after the implementation of E-rapor in the current semester was not followed by all teachers at SMPN 8 Pekalongan, so in the next implementation there were still teachers who repeated mistakes when managing the assessment. At this stage of E-rapor evaluation process, independent appraisal from outside parties has not been involved, because it only relies on internal appraisals so that the level of objectivity of the assessment results tends to be less objective (Utanto, Widhanarto, & Mareta, 2017). It is hoped that the involvement of all *relevant stakeholders* from planning, implementation to the evaluation stage of this E-rapor can improve the achievement of the quality of education, especially in the assessment standards at SMPN 8 Pekalongan.

Based on observations and interviews that have been described above, it can be formulated in the table below:

Table 2. Factors supporting and implementation of E-rapor

PART	SUPPORT	INHIBITING
Features E-rapor	Completeness of features in E-rapor applications are arranged in the drop-down menu greatly facilitates the processing of student learning outcomes so that the process is faster than using a manual assessment application made with Microsoft Excel.	In the teacher's account of local content (mulok) such as Javanese, the KD must be typed manually so that it must readjust to the syllabus that is in accordance with the assessment components to be used.
Socialization of E-rapor The	Implementation of socialization is carried out internally with the assistance of teachers from the target	There has been no outreach to all schools in Pekalongan from the central government, but only 1 representative

	schools	school from the city of Pekalongan is appointed to attend the socialization and the designated school. It does not transmit to another school so that the implementation of E-rapor was not evenly carried out by all schools. The implementation of socialization by schools also does not reach the parents of students so that access to the application is limited to the teacher as the user.
The availability of infrastructure and facilities.	Implementation is carried out by all teachers by accessing applications that can be done in the school's computer laboratory and / or at home using computers (PCs) and laptops, which are provided by schools as well as cell phones owned by private teachers.	The internet network connection that is used to access E-rapor at school sometimes in problems if it is accessed simultaneously by all teachers so that the process of inputting grades stops.
The Utilization of E-rapor	The Use of E-rapor makes it very easy to document the learning outcomes of students.	There are several teachers who still enter the value of their knowledge and skills into one. It is not sorted according to the achievement of the basic competencies that have been listed in the syllabus and lesson plans.
Management of E-rapor	Management of E-rapor is carried out regularly by the E-rapor admin. All the data needed in managing E-rapor can be directly used by subject teachers and homeroom teachers and Guidance and Counseling teachers.	Admin E-rapor are also dapodik admins. So often It is hampered to save a summary of the final results of the assessment that have been processed with E-rapor because they have to do other tasks on the Dapodik application.
Evaluation of E-rapor	Evaluation of E-rapor implementation as part of curriculum innovation is carried out at the end of each semester so that the obstacles experienced can be found a solution together to improve E-rapor management system in a better direction.	In the implementation of the evaluation after the implementation of E-rapor in the current semester, all teachers have not participated so that in the next implementation there are still teachers who repeat mistakes when managing the assessment.

(Source: 2020 research data)

Table 2 above about the supporting and inhibiting factors of each component in the implementation of E-rapor as part of curriculum innovation in the aspect of assessing student learning outcomes shows that schools strongly support the implementation of E-rapor by meeting the infrastructure facilities that supports the activities of documenting the reporting of student learning outcomes include: Computer laboratories whose facilities meet minimum standards of feasibility for example, the number of computer units are sufficient for use by all teachers who act as E-rapor users although many are more comfortable using their own laptops, and facilities. adequate internet network access. The school principal also specifically budgeted in APBS for the implementation of this E-rapor, especially for mentoring activities.

However, the point is that the implementation of E-rapor as part of this curriculum innovation needs to be supported by the cohesiveness of all parties so that it can continue to run well and the hope is that it can transmit the spirit of innovation for every aspect of other quality standards, it is a long process. So the implementation of this E-rapor is directly proportional to the resilience and enthusiasm of its users to continue to innovate so that the stability of activities within the school scope is not stagnant and always follows technological developments. There are many factors that determine the success of E-rapor implementation including teacher support in implementing E-rapor which is quite good, the amount of support and their enthusiasm for E-rapor implementation because they realize that what schools do in order to have a positive effect on the education system is more developing and advancing towards the digital era.

Table 2 also shows that there are obstacles found in the implementation of E-rapor in schools, including the focus of the implementation of this E-rapor has not touched deeply the understanding of the 2013 curriculum assessment flow. It is based on interviews with school principals, that during IHT or workshops at the time of delivering the material, some teachers tend to practice directly using E-rapor application even though the content of the assessment guide in the 2013 education curriculum with all the content contained in E-rapor application is of course very related so that if the theory is not fully understood then what happens is that something is often missed when inputting values because it does not follow the path that has been directed by E-rapor admin. There are some teachers who still do not fully understand the concept of the 2013 curriculum

CONCLUSION

Success of E-rapor implementation process at SMPN 8 Pekalongan cannot be separated from the enthusiasm and great power shown by all the teachers who acted as E-rapor users. The emergence of various positive and

assessment. In other words, in its implementation there are several teachers who still put the value of knowledge and skills into one. It has not sorted according to the achievement of the basic competencies that have been listed in the syllabus and lesson plans. Likewise, with the attitude assessment, it has not been inputted clearly and in detail according to the predetermined plan on the aspects of assessing spiritual and social attitudes. From the findings results of the observation, it turns out that very few teachers assess the competence of good attitudes using observation sheets, self-assessment sheets, peer-to-peer assessments, and journaling. Many teachers complain the difficulties in assessing attitudes, mainly because they don't have time, and there are too many students to grade. This condition is the same as the fact that has been stated by Markle & O'Banion (2014) that there are still very few teachers who carry out affective assessments well in the field. Another big obstacle comes from the internal school environment including the fighting spirit and enthusiasm of teachers to improve their competence in the field of technology use, especially the use of this E-rapor application.

Based on the statements and research results, it can be concluded that curriculum innovation in the aspect of assessing learning outcomes through the implementation of E-rapor at SMPN 8 Pekalongan raises more positive perceptions so that the implementation of modified E-rapor for online access can be carried out more effectively and efficiently. With the existence of supporting and inhibiting factors in the implementation of E-rapor in schools, this can be used as an evaluation material for improving the quality of education assessments in schools.

negative perceptions from teachers regarding the policy of implementing this E-rapor should be used as an evaluation material for the improvement of curriculum innovation development in assessing student learning outcomes. Curriculum innovation as a result of learning through the implementation of E-rapor at SMPN 8 Pekalongan has developed ways of

using it in accessing E-rapor application which can not only be accessed via the internet network at school but can also be done at home in processing the learning outcomes of original students. Supporting factors and inhibition of curriculum innovation in aspects of learning outcomes through implementation E-rapor in SMPN 8 Pekalongan will certainly affect sustainability implementation of e-rapor in the future so that the hope is that the entire process of developing innovation from the use of this E-rapor can be fully understood as part of the process of achieving the goal of improving the quality of education, especially on assessment standards.

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