SEMINAR NASIONAL HASIL
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ASSESMENT TRAINING FOR PROBLEM BASED LEARNING IN ELEMENTARY SCHOOLS

Penulis & Afiliasi
Prof. Dr. Herpratiwi, M.Pd., Dr. Dwi Yulianti, M.Pd., Dr. Muhammad Nurwahidin, S.Ag.,M.Si., Ari Sofia, M.A.Psi., Prof. Dr. Ir. Sugiyanto, M.Y., Nasywa Kamila, Assyifa Salsabila.
Universitas Lampung

PENDAHULUAN

Problem-Based Learning (PBL) is an effective student-centered learning model that requires appropriate assessment to support its implementation. However, many elementary school teachers in Pringsewu Regency still have limited skills in developing authentic PBL Based assessment. Therefore, this community service program provided training to improve teachers' competence in designing and implementing assessment aligned with the characteristics of Problem-Based Learning.

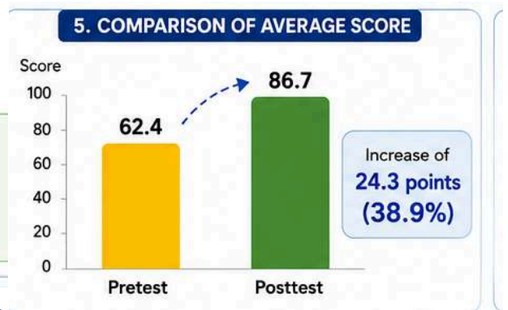
METODOLOGI

This community service program aimed to improve elementary school teachers' competence in designing and implementing assessment for Problem-Based Learning (PBL) through training and practical mentoring in Pringsewu Regency.
This community service program involved 40 elementary school teachers in Pringsewu Regency. The activities included training, workshops, and mentoring on developing assessment for Problem-Based Learning (PBL). The program was evaluated using pre- and post-training assessments.

HASIL



The average score increased from **62.4** (pretest) to **86.7** (posttest). Improvement of **24.3 points** or **38.9%**.



The PkM program on Problem-Based Learning (PBL) Assessment involved 35 elementary school teachers in Pringsewu Regency. Teachers' average score increased from 62.4 (pretest) to 86.7 (posttest), an improvement of 38.9%. About 90% of participants successfully developed PBL assessment instruments during the workshop. These results indicate that the training effectively improved teachers' competence in implementing PBL-based assessment.

PEMBAHASAN

The results demonstrate that the PBL assessment training effectively improved elementary school teachers' competencies. This is evidenced by the increase in the average score from 62.4 on the pretest to 86.7 on the posttest (38.9% improvement), the successful development of PBL assessment instruments by 90% of participants, and the shift in competency levels from 50% in the poor category before training to 78% in the very good category after training. These findings indicate that the training enhanced teachers' knowledge and practical skills in designing and implementing authentic PBL-based assessment.

KESIMPULAN

The PBL assessment training effectively improved elementary school teachers' competencies in designing and implementing authentic assessment. This was demonstrated by the increase in the average score from 62.4 to 86.7 (38.9%), the successful development of PBL assessment instruments by 90% of participants, and the improvement in competency levels, with 78% of teachers achieving the very good category after the training.

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