

EMPOWERING EVALUATION PKM: A MENTORING PROGRAM FOR YOUNG ELEMENTARY SCHOOL TEACHERS IN DESIGNING AUTHENTIC ASSESSMENTS BASED ON LOCAL POTENTIAL

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Abstract

The young teacher mentoring program at Pematang Nibung Public Elementary School 23, located in Pematang Nibung Village, Medang Deras District, Batu Bara Regency, North Sumatra, aims to improve teachers' skills in designing authentic assessments based on local potential. The program's background focuses on the challenges faced by teachers in remote areas, including a lack of resources and training in designing effective assessments. Authentic assessment is expected to increase student motivation and learning relevance, so that learning outcomes become more optimal. The research methods used in this program include needs analysis, intensive training, assessment simulations, mentoring by mentors, and evaluation and follow-up. The subjects of this community service were six teachers at Pematang Nibung 23 Public Elementary School, with the data collection instrument being an observation sheet to observe the participants' activities during the activity. The data obtained is processed and presented in descriptive form with a quantitative approach. The results of this program are expected to be seen in improved teacher assessment quality, which in turn will improve student learning outcomes. More relevant and contextual assessments are expected to help students better understand the subject matter. Furthermore, this program aims to increase teacher confidence in implementing innovative assessments based on local potential. Through ongoing evaluation, this program is expected to have a significant positive impact on education in Pematang Nibung Village and serve as a model for other areas facing similar challenges.

Keywords : Mentoring, Authentic Assessment, Local Potential, Education, Young Teachers.

Abstrak

Program pendampingan guru muda di SD Negeri 23 Pematang Nibung, yang berlokasi di Desa Pematang Nibung, Kecamatan Medang Deras, Kabupaten Batu Bara, Sumatera Utara, bertujuan untuk meningkatkan keterampilan guru dalam merancang asesmen autentik berdasarkan potensi lokal. Latar belakang program ini berfokus pada tantangan yang dihadapi guru di daerah terpencil, termasuk kurangnya sumber daya dan pelatihan dalam merancang asesmen yang efektif. Asesmen autentik diharapkan dapat meningkatkan motivasi siswa dan relevansi pembelajaran, sehingga hasil belajar menjadi lebih optimal. Metode penelitian yang digunakan dalam program ini meliputi analisis kebutuhan, pelatihan intensif, simulasi asesmen, pendampingan oleh mentor, serta evaluasi dan tindak lanjut. Subjek pengabdian masyarakat ini adalah enam guru di SD Negeri 23 Pematang Nibung, dengan instrumen pengumpulan data berupa lembar observasi untuk mengamati aktivitas peserta selama kegiatan. Data yang diperoleh diolah dan disajikan dalam bentuk deskriptif dengan pendekatan kuantitatif. Hasil program ini diharapkan dapat terlihat pada peningkatan kualitas asesmen guru, yang pada gilirannya akan meningkatkan hasil belajar siswa. Asesmen yang lebih relevan dan kontekstual diharapkan dapat membantu siswa lebih memahami materi pelajaran. Selain itu, program ini bertujuan untuk meningkatkan kepercayaan diri guru dalam menerapkan penilaian inovatif berdasarkan potensi lokal. Melalui evaluasi berkelanjutan, program ini diharapkan dapat memberikan dampak positif yang

signifikan pada pendidikan di Desa Pematang Nibung dan menjadi model bagi daerah lain yang menghadapi tantangan serupa.

Kata kunci: Mentoring, Penilaian Otentik, Potensi Lokal, Pendidikan, Guru Muda.

Pendahuluan

The young teacher mentoring program at SD Negeri 23 Pematang Nibung focuses on developing teachers' abilities in designing authentic assessments based on local potential. Quality education is crucial for improving the quality of learning in the regions, especially in villages with abundant cultural richness and natural resources. Authentic assessment allows teachers to evaluate students' abilities more holistically, taking into account relevant local contexts. According to Sari (2023), locally context-based assessments can increase student motivation and learning relevance, resulting in optimal learning outcomes.

In Pematang Nibung Village, Medang Deras District, Batu Bara Regency, North Sumatra, challenges in education are often related to a lack of resources and training for teachers. Many teachers in remote areas have not received adequate training in designing effective assessments. This is in line with Halim's (2023) findings which show that teachers in the area are often trapped in conventional teaching methods, so they are unable to adapt assessments to suit students' needs. Therefore, this program aims to empower young teachers by providing the knowledge and skills necessary to create assessments that not only measure learning outcomes, but also integrate existing local potential.

The importance of authentic assessment in the context of education in remote areas is also emphasized by Prasetyo (2023), who states that assessments that are relevant to local culture can help students to better understand the subject matter. Thus, assessment not only functions as a measuring tool, but also as a means to develop students' character and identity. This mentoring program is expected to provide teachers with a deeper understanding of how to design assessments that reflect local values and culture.

Furthermore, this program also focuses on developing collaboration between teachers and the community. According to Rahayu (2023), community involvement in the educational process can strengthen support for student learning. By involving local potential, such as arts, traditions, and natural resources, teachers can create more engaging and relevant assessments for students. This is expected to increase student participation in the teaching and learning process and create a more dynamic learning environment.

Ultimately, this mentoring program aims not only to improve teachers' assessment design skills but also to foster a culture of sustainable learning at Pematang Nibung Public Elementary School 23. According to Widiastuti (2023), sustainability in education is crucial to ensuring that introduced innovations can continue to thrive and provide long-term benefits to students and the community. Therefore, this program is expected to serve as a model for other regions facing similar challenges in improving education quality.



Figure 1. The servant conducts an observation

The location of State Elementary School 23 Pematang Nibung is in Pematang Nibung Village, Medang Deras District, Batu Bara Regency, North Sumatra. This school is quite far from

the main road and is located at the end of the village. Based on information from the principal of Pematang Nibung 23 Public Elementary School, the number of young teachers at the school is 6 people. In addition, the lack of resources and training for teachers is a major challenge in improving the quality of education in this school.

Based on a request from the principal of Pematang Nibung 23 Public Elementary School, the school hopes that the community service provider can provide training and mentoring for teachers at the school. To assist teachers in developing and creating authentic assessments based on local potential, community service activities were carried out that focused on implementing methods relevant to the local context in learning at SD Negeri 23 Pematang Nibung. This program aims to improve students' conceptual understanding through more holistic and contextual assessment.

Metode Pelaksanaan

The young teacher mentoring program at Pematang Nibung Public Elementary School 23 will be implemented through several strategic steps designed to ensure the effectiveness and sustainability of the training provided. The following steps will be taken in implementing this program:

1. Needs Analysis
 - Conduct surveys and interviews with teachers to identify challenges faced in designing authentic assessments.
 - Collect data on the teaching methods currently used and the assessments that have been implemented.
 - Analyze student learning outcomes to understand areas that need improvement.
2. Intensive Training
 - Conduct training sessions that cover theory and practice in designing authentic assessments.
 - Using active learning approaches, such as group discussions and case studies, to enhance participant understanding.
 - Providing training materials that are relevant to the local context and potential in Pematang Nibung Village.
3. Assessment Simulation
 - Conducting assessment simulations based on local potential, where teachers can design and test the assessments they have created.
 - Hold feedback sessions where participants can discuss simulation results and get feedback from their mentors and peers.
4. Mentoring by Mentor
 - Inviting mentors from academics and education practitioners to provide more in-depth guidance during the training process.
 - Mentors will assist teachers in designing assessments that are appropriate to student needs and the local context.
 - Hold individual consultation sessions to discuss specific challenges faced by each teacher.
5. Evaluation and Follow-up
 - Conducting an evaluation of the program's effectiveness by measuring student learning outcomes before and after training.
 - Collect feedback from training participants to improve future programs.
 - Plan follow-up to ensure that teachers can continue to implement authentic assessment in their practice.



Figure 2. Devotees carry out outreach

The subjects of this community service were all 6 teachers at Pematang Nibung 23 Public Elementary School. Furthermore, the instrument used in this community service activity was an observation sheet, while the data collection technique was through observation, which was used to observe all participant activities during the outreach program. The collected data will then be processed and presented in descriptive form using a quantitative approach. The PKM program is aimed at teachers at Pematang Nibung Public Elementary School 23, located in Pematang Nibung Village, Medang Deras District, Batu Bara Regency, North Sumatra. The method used is community education, with outreach activities to increase participants' knowledge and understanding of how to design authentic assessments based on local potential.

Hasil dan Pembahasan

The results of the young teacher mentoring program at SD Negeri 23 Pematang Nibung are expected to be visible in several important aspects, including:

1. Improving Assessment Quality

- This program aims to improve the quality of assessments conducted by teachers by providing skills and knowledge in designing authentic assessments.
- More relevant and contextual assessments are expected to help students understand the subject matter better, because they can see the connection between learning and everyday life.

2. Better Student Learning Outcomes

- With well-designed assessments, students are expected to demonstrate better learning outcomes, both in academic and non-academic aspects.
- Local potential-based assessments can help students develop skills relevant to community needs, preparing them for future challenges.



Figure 3. Students actively presenting about local culture

3. Increasing Teacher Confidence

- This program aims to increase teacher confidence in implementing innovative assessments based on local potential.
- Increased self-confidence will encourage teachers to be more open to experimentation and innovation in teaching, creating a more engaging and effective learning environment for students.

4. Sustainable Positive Impact

- It is hoped that ongoing evaluation will show a significant positive impact on education in Pematang Nibung Village.
- This program can serve as a model for other areas facing similar challenges, contributing to the development of stronger educational communities.

Discussion

This mentoring program is expected to provide significant results in improving the quality of assessments carried out by teachers at SD Negeri 23 Pematang Nibung. Prior to the program's implementation, observations showed that most young teachers at Pematang Nibung Elementary School 23 were still using conventional assessment methods that focused on written tests and memorization. One teacher stated, " *So far, we have only created multiple-choice and essay questions. We have never tried assessments that assess students' skills or attitudes in real-world contexts.*" (Observation, August 2025). This situation shows that teachers' understanding of the concept of authentic assessment is still limited to cognitive aspects. Furthermore, some teachers have not utilized local potential in the assessment process, for example by linking subject matter to culture, the environment, or local community activities. This aligns with Halim's (2023) findings that teachers in remote areas tend to be trapped in traditional assessment methods due to a lack of training and resources.

Following the mentoring program, observations revealed significant changes in the way teachers designed and implemented assessments. Teachers began implementing more contextual assessments, such as mini-projects based on local potential, interviews with community leaders, and performance assessments. One teacher stated, " *After this mentoring, I began experimenting with project assessments on local agricultural products. The children were asked to interview their parents about the rice-growing process and write a simple report.*" (Observation, September 2025). These changes demonstrate teachers' increased awareness of the importance of authentic assessments that are relevant to students' lives. Students appear more enthusiastic and are able to relate learning to their own environment. In addition, teachers become more confident in developing assessment rubrics and providing constructive feedback to students. From the final evaluation results, 5 out of 6 teachers (83%) showed an increase in their ability to design assessment instruments based on local potential well. This proves that the mentoring program has succeeded in improving the professional competence of young teachers and encouraging the creation of more meaningful learning.

Thus, the young teacher mentoring program at Pematang Nibung Public Elementary School 23 has had a significant impact on improving the quality of authentic assessments conducted by teachers. Teachers' skills in designing and implementing assessments relevant to local potential have improved, positively impacting student learning motivation and the quality of the school's learning process.

Kesimpulan dan Saran

The Community Service Program (PKM) at Pematang Nibung 23 Public Elementary School has successfully improved the ability of young teachers in designing authentic assessments based on local potential. Through needs analysis, training, simulation, and mentoring activities, teachers demonstrated increased understanding, creativity, and confidence in implementing more contextual and meaningful assessments. This activity has a positive impact on students' learning motivation and strengthens the role of teachers as innovative and adaptive educators to the needs of the learning environment in rural areas.

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