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Learning assessment training based on curriculum 2013 by using Vocational High School E-Report in South Tangerang

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Abstract

Curriculum 2013 changes require teachers to be able to use technology the learning process until the stage of reporting learning outcomes, E-Report is one of the technologies used presenting learning outcomes. However, the problems today are that not all teachers can use the E-Report application. The purpose of this community service is to improve teacher's ability to perform learning assessments based on the 2013 curriculum using the E-Report application. The method of community devotion activities is a method of instruction by providing training to teachers about E-Report application. Data retrieval is conducted using observations, tests, and questionnaires to participants. The number of teachers participating in this community service is 100 teachers at Vocational High School in South Tangerang. The results can be observed from the enthusiasm of the teacher in following a significant training activity of 90%, and an increased ability of teachers in understanding theoretically and implement the assessment of learning outcomes. According to the 2013 curriculum using the E-Report application at 88%, the community devotion activity increased the understanding and skills of teachers in conducting learning assessments.

Keywords: training, learning assessments, 2013 curriculum, Vocational High School, E-Report

1. Introduction

Technological advances have occurred in various areas of human life, including education, which is necessary to adapt to the needs of the times. The education system in Indonesia has been transformed in terms of technological use from the learning process to an application-based assessment system. Therefore, teachers and lecturers are required to have the ability to use the technology effectively as. Mandated by Article 20, Law No. 14 of 2005 about teachers and lecturers, affirmed that in carrying out duties as a professional teacher, teachers are required to develop skills in technology ([Ministry of Education, 2005](#)). In the 2013 Curriculum mastery is an obligation of every teacher to face the challenges of the 21st century. Various technologies are used not only in the learning process through learning media but also the technology used in reporting learning outcomes. An important application is E-Report, which is used by teachers in assessing the learning outcomes of students.

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Electronic Report or E-Report is a website-based application that teachers use in providing assessment of learning outcomes to students. The regulation of the Minister of Education No. 53, Article 1 for 2015 about the assessment of learning outcomes is a process of data collection conducted by the teacher to determine the achievement of students' learning in aspects of knowledge, attitudes, and skills ([Ministry of Education Regulation, 2015](#)). Based on the rules, the assessment characteristics in the 2013 curriculum are complex because they do not merely assess the outcome of learning in the form of numbers. However, the assessment of learning outcomes based on the 2013 curriculum consists of various criteria embodied in the form of descriptions to illustrate the achievement of students' core and basic competencies. Although constraints still occur in the implementation of assessment of learning outcomes under the 2013 curriculum, research by [Kustijono & Wiwin \(2014\)](#) shows that the teacher is still unable to conduct assessments by the standards of this curriculum. Therefore, socialization is important to add knowledge-related teachers' assessment in the 2013 curriculum.

Teachers are not only required to understand the assessment criteria for the 2013 curriculum but also must be able to use a technology-based assessment called Electronic (E-Report). Before E-Report, the assessment of learning results was still conducted manually in writing. The teacher takes a long time to calculate the frequent values of mistakes and inconsistent in providing judgment. Therefore, the solution to this problem is to use the E-Report application to help the teachers assess the learning outcomes of learners.

The assessment of learning results using the E-Report application facilitates the school's reporting of value data as the students' grades can be easily submitted to the primary and secondary education departments of Indonesia's Ministry of Education. The obligation to submit this report is stipulated in Regulation No. 3, Article 10 of 2017 of the Minister of Education to improve the quality of education in the country ([Ministry of Education, 2017](#)). Therefore, the E-Report is an important instrument in setting a benchmark in developing the quality of education.

As of the end of 2018, the use of E-Report in vocational high schools, particularly the introduction of the latest version (4.1.0), is still in the socialization process. For schools, preparation is needed because, according to the research findings of [Hayati & Elviana, \(2017\)](#) online applications were an effective means for teachers to evaluate students' performance. However, changing the habit of using conventional reports instead of an

online form is difficult. Besides, complete preparations in terms of facilities and infrastructures are necessary to support the use of E-Report because not all schools have adequate facilities.

E-Report is considered as a useful research material. According to [Damarjati \(2018\)](#) using E-Report has been proven to facilitate the workload of teachers in providing a reliable measure of students' competency. About the community devotion on report online training conducted by [Jatnika \(2019\)](#), results show that the school can develop information technology skills by using the online application to improve education services.

Before conducting community service activities, the team directly observed various vocational high schools in South Tangerang to find out about teachers' problems. The interviews with teachers showed that most of them, especially those who have difficulty inputting student report grades online, have complained about the implementation of the 2013 curriculum. As the version 4.1.0 of E-Report is new, not all vocational secondary schools in South Tangerang implement the application-based assessments. This condition inspired the team of lecturers to conduct school socialization and provide training to teachers on how to use the latest version of E-Report.

Various partner problems that can be accommodated by the team of devotion include the following: 1) lack of understanding of teachers in conducting assessments of learning outcomes based on the 2013 curriculum because teachers consider the number of items to be assessed, and 2) lack of teachers' ability to input value using the E-Report application because teachers (especially elderly ones) encounter difficulties in using computers.

To address the problem, the team should be inspired to devote some of their time to the community. According to Article 1, Law No. 12 of 2012, about higher education, the main task of the lecturer in running Tridharma College is to conduct teaching, research, and communication with the public ([Ministry of Ristekdikti, 2012](#)). Therefore, the college contributes by carrying out key tasks to educate people and improve the quality of education, particularly by mentoring qualified teachers. As an authentic proof of community service, the Faculty of Teacher and education Pamulang University, provides training to teachers of the Vocational High School in South Tangerang area on assessment training Learning Curriculum 2013 using e-Report.

This community service is important because socialization for the 2013 curriculum assessment has not been conducted directly at schools and socialization on the use of e-Report in the Vocational High School in South Tangerang area is lacking. In particular, the purpose of the community service activities is to improve teachers' ability in conducting learning assessments based on the 2013 curriculum using e-Report application version 4.1.0.

Based on the social background, providing instruction is important through a project titled: "Learning Assessment training based on curriculum 2013 by using E-Report Vocational High School at South Tangerang". This paper on community dedication is prepared as the relevant reference material so that it is a material of inspiration in conducting community devotion activities conducted by the lecturers related to the assessment of the 2013 curriculum using the E-Report application.

2. Methods

The method in implementing community devotion is in the form of training to improve the teacher's ability to perform learning assessments by using the e-Report application. In addition, devotion to this community is combined with an experimental method to know whether any change or improvement has occurred after the activity of devotion to the community is conducted. The team of lecturers carried out data collection during the event of devotion to the community, as described in the following.

a. Observation

Observation was conducted to know the problems faced by the teacher by conducting interviews with vocational high school teachers in South Tangerang. Based on preliminary observations, there are still teachers who have not yet understood how to assessment using the 2013 curriculum. In the assessment of curriculum 2013 in vocational high school there are several assessment techniques that must be done in conducting knowledge assessment, attitude assessment, skills assessment, and assessment of field work practices. Teacher still cannot use the e-Report due to limitations in their knowledge of the technology.

b. Questionnaire

Questionnaire was distributed to determine the level of achievement of public service activities. The questionnaire used a Likert scale with the following intervals: 1.00–1.50 (very poor), 1.51–2.50 (poor), 2.51–3.50 (medium), 3.51–4.50 (good), and 4.51–5.00 (very good). The activities in community dedication are assessed in terms of resource skills, completeness of supporting facilities and infrastructure in the activities of devotion, efficiency of dedication, and benefit of the activities of community devotion.

c. Tests

Tests were conducted as data collection tools to compare pretest results with posttest results that would later affect the assessment of performance (Ross & Morrison, 2017). The purpose of the pretest and posttest was to assess the extent of the participants' level of knowledge about the 2013 curriculum assessment before and after the activity of devotion to this community.

The community service activity was conducted from December 2018 to February 2019. The participants were 100 vocational high school teachers in various areas of South Tangerang. The activity was performed at the Vocational High School Sasmita Jaya 1 and Sasmita Jaya 2 in Pamulang, South Tangerang. A location near the campus was selected so that the faculty of teaching and education of Pamulang University could contribute to education in the South Tangerang neighborhood. In addition, the two vocational high schools became referral schools of the 2013 curriculum in South Tangerang city.

3. Results and Discussion

Before explaining in detail, the results of the community service activity, we will show the background of the trainees based on gender, age, education level, IT course, and teaching experience. These details are presented in Table 1.

Table 1. Background of participants

Gender	Male	Female				
	43 (43%)	57(57%)				
Age	<25 Th	25-35 Th	35-45 Th	45-55 Th	>55 Th	
	3 (3%)	22 (22%)	31 (31%)	42 (42%)	2 (2%)	
Education	S1	S2				
	88 (88%)	12 (12%)				
IT courses	Never	Ever				
	89 (79%)	11 (11%)				
Teaching experience	<2 Th	< 2-4 Th	4-6 Th	6-8 Th	8-10 Th	> 10 Th
	2 (2%)	5 (5%)	13 (13%)	12 (12%)	17 (17%)	51 (51%)

Source: Author (2018)

Based on Table 1, the background of participants activities in community devotion has characteristic, if viewed by gender then the number of female teachers of 57 people who participated in the training activity, then the number More female teachers than the male teachers who participated in this training activity. Based on age range, the participants age is most ranged at the age of 45 to 55 years (42% of the total number). Based on the education level, teachers with undergraduate degrees. Meanwhile, 89% of teacher who have never participated in an IT or computer course. In terms of teaching experience, teachers with over 10 years of 51% of the total number of participants. Background data on these participants can be used as a reference for the implementation of community devotion.

The activities in community dedication were conducted at various stages led by a team lecturer. The purpose of the community service is to provide knowledge and skills to help vocational high school teachers in South Tangerang develop skills in education technology, specifically the e-Report application based on the 2013 curriculum. Each participant was given theoretical material to increase their knowledge related to the learning assessment. The participants were also given practice material to improve their skills in operating the e-Report curriculum 2013 version 4.1.0. Finally, a test was administered to independently test the ability of the participants. The stages of activity devotion to the training community e-Report are presented in detail as follows:

3.1. Stages of Planning Activities for Community Devotion

The planning stage was conducted before the community devotion was conducted. At the planning stage, the lecturer's team observed the schools to know their problems. The team conducted interviews with vocational high school teachers in South Tangerang. The findings showed the inability of teachers to use the curriculum 2013, especially in terms of learning assessments using e-Report.

After identifying the teachers' problem with the 2013 curriculum assessment, the coaching team planned to conduct a training session on using e-Report. The lecturer team planned community devotion activities first by identifying the date and time, licensing place, as well as ensuring the availability of equipment such as computers and Internet access.

The faculty team distributed a notification letter to the vocational high school in South Tangerang to inform the community about the planned activities.

3.2. Phases of Community Service Implementation

Before the activities of the devotion to the community began, first conducted pretests to the trainees, the purpose of the activities carried out pretests to know the knowledge of participants related to the assessment curriculum 2013. The phases of implementation begin with the theoretical way of giving material related to the 2013 curriculum assessment. The theories that are displayed include: 2013 curriculum assessment, various techniques and procedures for Curriculum Assessment 2013 in vocational high school, knowledge of E-Report application Fundamentals, E-Report operation technique, E-Report reporting flow.

Participants not only gained an understanding of the 2013 curriculum assessment but were also guided to prepare assessment instruments based on the 2013 curriculum to measure knowledge, attitudes, and skills. Participants were not only able to theoretically understand the assessment of the 2013 curriculum but were also able to conduct an assessment based on Rubik, journal, leger, and other assessment instruments.

During the process of devotion to the community, the participants could inquire about various issues, including how to assess the curriculum 2013 in vocational high schools, which had distinctive characteristics compared with those of other schools. The

stage of implementation was not only guided by the theoretical ability of assessment based on curriculum 2013. The teachers were also trained to directly practice the operation of the e-Report by entering the value of learning outcomes of students into e-Report applications.

3.3. Stages of Evaluation of Community Service Implementation

The evaluation stage of the implementation of community service is a very important step in improving the teachers' knowledge and skills in using e-Report. The evaluation stage was done by administering a final written test to determine the level of competency of participants, especially in understanding the learning assessment based on curriculum 2013. Of course, with the activities of devotion to the community that is done intensively can help teachers in efforts to increase understanding in the assessment of curriculum 2013.

After the final test activity, the practical skill of each participant is tested in operating the e-Report curriculum 2013. Participants who completed the training and have been tested independently will be considered able to operationalize e-Report properly.

To evaluate the implementation of public service activities, the team of lecturers distributed a survey to assess the implementation of the activity. The evaluation results are expected to be a benchmark for the success of community service activities and an evaluation tool to improve various deficiencies in the program of devotion in the next community.

3.4. Stages of Follow-up Activities for Community Devotion

The activity of devotion to the community that has been done is not the main solution to solve the problems in education. Therefore, a follow-up activity is needed to accommodate the various aspirations of the teachers. The team faculty must conduct discussions with the school on the subsequent activities. The school welcomes subsequent follow-up activities so that the collaboration between higher education and surrounding schools can be established. The lecturer team strives to provide ongoing mentoring with the school related to the implementation of the 2013 curriculum to improve the quality of education in accordance with national standards in the South Tangerang area. This community devotion activity can be the first step of cooperation

between Pamulang University and various schools in South Tangerang. Cooperation activities will create various programs in order to improve the quality of education in accordance with national education standards, especially in the area of South Tangerang.

Various phases have been presented as guidelines for the implementation of this community devotion activity. During the dedication activities from the start planning, implementation, evaluation, and follow-up activities become a process that must be passed, so that the lecturer team can provide the best solutions to problems faced by partners. The lecturer team expects that a devotion to this community can contribute to the transfer of science to the community. The following documentation activities constitute the devotion training for the e-Report curriculum 2013.



Fig. 1 (a) Process of providing learning Assessment Curriculum 2013 and (b) Practice e-Report Curriculum 2013

Source: Author (2018)

Figure 1 (a) shows the documentation of activities by providing material about the assessment based on curriculum 2013. The picture shows the provision of materials for the 2013 curriculum conducted by the speaker from the team of lecturers from the Community Faculty of Teacher Training and Education, Pamulang University. During the activity, the participation rate of attendance was 90%. The participants also expressed enthusiasm during the discussions with speakers.

Figure 1 (b) shows the process of direct practice of learning assessment reporting by using e-Report to increase the ability of participants. During the training, teachers practice directly the use of E-Report by inputting students values independently, so teachers can have the experience that makes them skilled in using the E-Report application.

To know the level of participants' understanding, the team of lecturers administered a pretest and posttest to the participants. The results of these tests are shown in Table 2.

Table 2. Pretest and Posttest Results

Category Test	Presentation value
Pretest	48%
Posttest	88%

Source: Author (2019)

Table 2 shows the results of the theoretical teacher comprehension test on learning assessments based on the 2013 curriculum. The pretest results showed that there were 48% of teachers who could understand vocational high school study assessments based on the 2013 curriculum. While the results of the test post showed that there is an increase in participant capacity of 88%, this means that after the activity of devotion to this community teachers can understand about the assessment of the 2013 curriculum in vocational high school.

The understanding of the 2013 curriculum assessment is expected to be optimal if the teachers continue to learn from the planning, assessment, execution, implementation, analysis of assessment results, until the last reporting from the curriculum assessment of 2013 to benefit from the assessment. The most important judgment not only emphasizes the cognitive course, but the assessment is done comprehensively in learning. The assessment aspects of the tests that have been given to the participants are the development of assessments based on the 2013 curriculum which essentially demands teachers to plan and implement a variety of students learning outcomes with competencies that will be achievable including the following: assessment of knowledge, assessment of attitude integrated with character, education development, and skill assessment. The appraisal of Vocational High School level includes past learning recognition assessment, which is based on student field experience; assessment of field work practices; competency package examination; and skills competency exam. This appraisal distinguishes the excellence of vocational secondary schools with other schools, but theoretically the teacher needs to understand the assessment deeply.

Community devotion activities conducted by the team lecturer emphasize not only the theoretical ability of the participants, but also their practice skills. Based on the results of the devotion to this community, can be analyzed various factors that are driving and impetus in the implementation of E-Report training activities in vocational high school teachers.

If seen from the background of the trainees, women teachers are more enthusiastic to follow the E-Report training activities. Female teachers are more actively asked during the process of providing training materials and coherency in participating in various training activities from the beginning to the end of community service. The spirit of the teacher who follows the training activities to be a driver in the success of community devotion activities, because with the persistence of the participants to want to learn and apply what has been taught to be a factor to the community.

As for the constraints experienced during training due to age factors that can affect the ability of participants in using technology, it is because the age of teachers who are not young anymore make them reluctant to learn technology. If viewed from the age of participants who participated most on E-Report training between the ages of 45 years to 55 years. Therefore, it is necessary to increase the skills gained from various trainings, seminars, workshops, and other self-development efforts. Although elderly teachers need the process to be proficient in using technology including E-Report, but if the teacher has a desire to learn and not only rely on the school operator then it can be solved. Teachers in the 25–35 age group are expected to be more adaptable to using e-Report and have a high willingness to learn

Currently teachers are required to update his ability to be adjusted to the demands of the times, so that professional teachers are required to have a high willingness to always learn to develop science and technology. The experience of a teacher in teaching makes them accustomed to old patterns so that it is difficult to adapt to changes, such as teachers accustomed to using conventional student grades reporting. So, to change existing habits requires a process to adapt to report students grades online or using E-Report. Community service activities can show that there are teachers who have been more than 10 years teaching, but teachers who have experience in teaching do not necessarily have the ability to use technology in particular using E-Report, then It

needs adaptation so that experienced teachers and new teachers have the same role in developing the ability to use E-Report.

If viewed from the main problems related to the inability of teachers to use new technology, the team of lecturers comparing background data of participants in the category of teacher's low ability to use technology because most of the teachers never take computer or IT courses. This can be an obstacle for teachers in using E-Report hence, they must be proficient in using the computer. Therefore, the training by the team of lecturers can be the primary solution for this problem. The school can conduct training programs for teachers on the application of E-Report by bringing a resource that is competent in implementing E-Report, as well as the school can also have a session together with the teachers who can use it well.

Community outreach activities related to E-Report training have proven to be the best solution for the problems faced by teachers, related to the inability of the teachers to use E-Report for the purpose of entering the values of students. Many studies can prove the importance of the E-Report application. This is in line with the results of the study by [Juliantri, Florentinus, & Wibawanto \(2017\)](#) who showed that the E-Report curriculum 2013-based website proved as a valid, effective, and practical system and can be accessed using the Internet. Moreover, E-Report has also been proven to avoid mistakes in report writing, making it easier for teachers to improve and renew the Report value ([Mustakim, Fitriarningsih, & Fitriati, 2019](#)). The data inserted into the E-Report cannot change so the data submitted by the teacher is valid. Another advantage of the E-Report is that teachers can input data from anywhere and anytime using the Internet.

E-Report not only provides benefits for data in the Ministry of Education, but E-Report becomes the teacher's evaluation material in conducting better learning. Further, E-Reports are very beneficial for parents to see the academic development of their children that can be accessed online. In line with the results of [Aristoteles, Widiarti, & Permana \(2013\)](#) the online Report makes it easier for teachers to process students' grades and can provide information to the parents regarding these academic grades. Parents can learn about the accomplishments of their children, so that if there is a problem related to the child's value, they be informed sooner and quickly followed up with the teacher who can provide additional learning guidance to the child.

Various research results have proved the usefulness of e-Report in facilitating teachers' performance of the assessment process quickly, precisely, and accurately (Carina, Widayanti, & Rahmawati, 2015; Saptono, Kurniawan, & Dwi, 2018). Based on the results of a study about the Web-based e-Report Curriculum 2013 application can assist teachers in centralized value management (Al-Hakim, 2018). Online reports can help teachers with their administrative tasks such that evaluations become highly efficient and valid.

The learning results of the 2013 curriculum using the Report application proved to be effective in assessing students' knowledge, attitudes, and skills (Meranda, 2013). The results of the study show that using the of E-Report provides many benefits for teachers, parents, students, and even the central government in monitoring the quality of education in Indonesia. In conducting assessments to learners not only based on the cognitive students alone but can be assessed comprehensively in various aspects of assessment so that teachers will be more objective in assessment to students and Value Engineering.

The benefit of using e-Report has proved to be very useful for teachers, various results of devotion to the relevant community can be used as a referral about the benefits of e-Report for teachers. The result of devotion to the community that has been done by Sumilat (2017) with the training report online, then the teacher can gain a variety of knowledge and ability to operate the application report. E-Report provides the ability for teachers to be able to report student learning outcomes, so that with the existence of E-Report is useful in the use of educational technology as an effort to improve the quality of teachers (Halim, Jalali, Salim, & HR, 2018).

E-Report is useful for teachers who have difficulty in conducting value processing according to the 2013 curriculum, but time and place are not obstacles for the teacher to enter value online using E-Report, and the use of E-Report application can Save paper costs that must be issued because with the E-Report application teachers do not need to print student study Results report (Mustakim, Fitriyaningsih & Fitriati, 2019). Considering a variety of literature studies that have been presented, we can conclude that E-Report is highly beneficial for various parties. However, the process of applying in the school there are still constraints, both in terms of facilities and infrastructures and teachers who are not yet skilled to use them. However, these issues can be resolved

with the cooperation of all parties, including teachers, principals, parents, local governments, and central government, and the college in jointly committing to promote high-quality education in Indonesia.

Community devotion activities conducted by the team lecturer can be achieved. To know the success rate of this dedication, the team will distribute the questionnaire to the participants. Data analysis is conducted through descriptive statistics with the following ratings on a Likert scale: 1.00–1.50 (very poor), 1.51–2.50 (poor), 2.51–3.50 (medium), 3.51–4.50 (good), and 4.51–5.00 (very good). Table 2 shows the survey results of the evaluation of training activities.

Table 3. Survey Results of Evaluation of Training Activity

No	Question	Average	Description
1.	Keynote speaker mastered the delivery of material	4.70	Very good
2.	Instructors guided the participants in the training activities	4.65	Very good
3.	Ability to provide simulations and examples that can help the teacher understand the training material	4.66	Very good
4.	Completeness of training facilities (module, seminar kit, certificate, consumption, and others)	4.54	Very good
5.	Completeness of support facilities and training infrastructure (computer, Internet access, modem, LCD, AC, loudspeaker, and others)	4.37	Good
6.	Trainees can actively discuss and fully contribute to the training	4.62	Very good
7.	Timeliness of training activities	4.50	Good
8.	Trainees are motivated to use e-Repot independently	4.63	Very good
9.	Useful training to improve participants' knowledge related to the assessment of Learning Outcomes of Curriculum 2013	4.74	Very good

No	Question	Average	Description
10.	Useful training to improve the skills of participants so that e-Report can be implemented	4.76	Very good
Total		4.61	Very good

Source: Author (2019)

As shown in Table 3. the provision of related materials on the assessment of learning outcomes of the curriculum 2013 proved very good in delivering the material. Furthermore, an excellent instructor provided guidance to e-Report trainees. Speakers and instructors provided excellent simulations and examples to help participants understand the training materials and practice the e-Report application easily. The Committee also provided excellent training facilities for the trainees such as complete training material modules, seminar kits, certificates, and others.

During the implementation of community service, participants contributed actively in discussion activities and directly practiced training because the resource provides participants the opportunity to ask questions or give feedback on the program's next activity. With the activities of devotion to this community, the trainees felt highly motivated to use the e-Report application independently. Participants feel that lecturers' dedication to the community is highly beneficial in improving the knowledge of participants related to the assessment of learning outcomes based on curriculum 2013. In addition, this activity is also beneficial to improve the skills of participants in applying e-Report independently.

Time management is crucial to the activities of this community. Good judgment is also important, as evident in the complete provision of training facilities and supporting infrastructure. As for the lack of this dedication activities that need to be evaluated namely the provision of training facilities and infrastructure, such as: the provision of computers according to participants, the provision of Internet network, modem, LCD, AC, loudspeaker, and others. Based on the results of training evaluation, overall assessment of the training activities was conducted very well. The E-Report training evaluation is to prepare various supporting facilities in using E-Report requires many computers, strong Internet network, and various other equipment that need to be

prepared. Therefore, the evaluation can be used on the activities of devotion to the community in the future.

E-Report implementation will not be smooth unless supported by completeness and facility, especially adequate computer resources and network access. Therefore, the school principal primarily implements policies so that technological needs can be completed in school. This is in accordance with the findings of [Nursyifa \(2019\)](#) that the headmaster has an important role to facilitate the use of infrastructure in technology-based learning. The use of technology-based learning assessments requires support from various parties. Therefore, supporting the school and government as policymakers is necessary to facilitate the assessment based on the technology ([Summak, Samancio, & Ba, 2010](#)). Thus, research results show that support from various parties is necessary to achieve high-quality education in technology.

However, not less important is human resource development, especially improving the ability of teachers to use technology in learning. The school must encourage teachers to use the e-Report online so that they can participate in using the application ([Herfiyanto, Hariadi, & Wahyuningtyas, 2018](#)). Various efforts can be made to develop teachers' skills in the use of technology in learning, primarily to be able to use the e-Report application in assessment, for example by participating in various trainings, seminars, courses, workshops, and tutorial activities for teachers. Community devotion is the best solution to solve the problems faced by teachers in the use of technology in learning. Teachers who have skills in using technology can endure challenges and strive to develop themselves into competitive professional teachers at the local, national, and international levels.

The devotion to the community proves that the activities undertaken can improve the understanding of teachers in conducting learning assessments based on curriculum 2013. This training can also improve teachers' skills in using the e-Report application. The advantage of this community dedication is that it benefits the participants theoretically and practically through the utilization of e-Report in the learning assessment. The teacher's ability to implement curriculum 2013 is a sign that qualified teachers can support the success of quality of education in Indonesia.

The implications of the community dedication activities are not only limited to providing training related to the e-Report curriculum 2013. The long-term implications

involve further programs by making the Vocational High School in South Tangerang as a partner or laboratory school for establishing intensive cooperation between the universities and schools around it.

4. Conclusion

The e-Report training conducted by the faculty of education of the University of Pamulang can provide benefits for vocational high school teachers in South Tangerang to understand and implement e-Report in the assessment of learning outcomes based on the 2013 curriculum. The training activity of the e-Report curriculum 2013 can run smoothly, as evident from the start of planning activities, implementation, evaluation, up to the follow-up activities. The problems faced by the teachers related to difficulties in using the e-Report Curriculum 2013 version 4.1.0 were solved by the lecturer through a method of public devotion in the form of socialization and training.

The results of the devotion show that the teacher's enthusiasm in the training is high at 90%, and their ability to assess learning outcomes by using E-Report has increased by 88%. After the training, the teachers can apply their own assessment of learning outcomes using E-Report. Thus, the training improved the understanding and skills of teachers in conducting learning assessment outcomes based on the 2013 curriculum.

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Author Contribution

Aulia Nursyifa, E. Nurzaman, and Alinurdin give the idea of the articles of devotion to the community. Aulia Nursyifa develops the substance theory of the article, Alinurdin verify the method used in the article devotion to the community, Aulia Nursyifa conduct analysis of the various findings that exist from the results of devotion to the community, While E. Nurzaman oversees the important findings in the article on the activities of devotion to this community. All authors contribute to discuss in making this living.

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