



Implementation Of Tsanawiyah Madrasah Assessment Policy Exactly 165 Arjasari

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Abstract

Assessment is the collection of relevant information, which can be accounted for in the framework of decision making while assessment is a standard or decision-making system for assessing assessment data to produce decisions about the magnitude and feasibility of learning that has taken place. The learning process is a series of activities that include learning planning, learning activities and assessment/assessment, as a unit that cannot be separated from one another. Various assessments in madrasah include; Formative assessments, namely assessments/assessments carried out to see the development and progress of the success of the learning process; Summative assessment, namely the assessment/assessment of learning outcomes to measure student competency achievements covering all subjects taught in the final grades of educational units, both compulsory subject groups and local content as one of the requirements for determining graduation. The assessment aims to determine the achievement of student learning outcomes at the end of the education level according to predetermined graduate competency standards and serves to measure the achievement of student learning outcomes. The various stages that must be carried out by madrasah in carrying out the assessment cannot be separated from the constraints and problems encountered in their implementation which need to be investigated and the strategies and solutions to these problems are examined.

Keywords: *Assessmen, Formative assessments, Summative assessment*

INTRODUCTION

Assessment or measurement of learning outcomes is the collection of relevant information that can be accounted for in the context of decision making. As for assessment or evaluation (evaluation) is the application of a standard or decision-making system to the assessment of assessment data, namely to produce decisions (judgments) regarding the magnitude and appropriateness of the learning that has taken place.

The learning process is a series of activities that include learning planning, learning activities and assessments, as a unit that cannot be separated from one another.

Learning assessment activities in madrasahs include; 1) Formative assessment, namely assessment/assessment carried out to see the development and progress of the success of the learning process; 2) Summative assessment, namely assessment/assessment of learning outcomes to measure students' competency achievements. Summative assessments can be carried out at the end of learning within a certain period, semester and/or at the end of the education level. The summative assessment carried out at the end of the madrasah education level is called Madrasah Assessment (AM). Madrasah assessment is a summative assessment carried out at the end of the madrasah education level to measure the achievement of student learning outcomes in accordance with established Graduate Competency Standards.

The Madrasah Assessment (AM) covers all subjects taught in the final grade of the education unit, both compulsory subject groups and local content. The Madrasah Assessment (AM) is taken by students at the end of the education level at Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Tsanawiyah (MA) and Madrasah Tsanawiyah Vocational (MAK) as one of the requirements for determining graduation. This confirms that the government gives full authority to educational units to carry out assessments at the end of the education level to measure the achievement of graduate competency standards for their students.

In order to standardize the implementation of Madrasah Assessments (AM), the Directorate General of Islamic Education has prepared Standard Operating Procedures (SOP) for the Implementation of Madrasah Assessments as a guide for Teachers, Heads, Madrasah Supervisors and other stakeholders in carrying out Madrasah Assessments.

The aim and function of Madrasah Assessment is to determine the achievement of student learning outcomes at the end of the educational level according to the established graduate competency standards (SKL), while the function of Madrasah Assessment is to measure the achievement of student learning outcomes, provide feedback to improve learning at the madrasah and other one of the requirements for determining graduation

The implementation of the Madrasah Assessment (AM) in new madrasa education units will be carried out this year on a rotating basis starting at the Madrasah Aliyah level, which is vulnerable on March 13 - April 8, 2023, Madrasah Tsanawiyah (MTs) and Madrasah Ibtidaiyah (MI) levels are vulnerable on April 10-20. May 2023 with the implementation time being handed over to the respective administering Madrasah.

At the Madrasah Tsanawiyah (MTs) education unit level, everything has begun to be implemented with provisions in accordance with the government policy of the Ministry of Religion which is included in the Implementation Operational Standards (SOP).

If this policy becomes a government regulation, then every madrasah must be ready to implement it, whatever the obstacles.

Madrasah Tsanawiyah Persis 165 Arjasari located in Rancakole Village, Arjasari District has carried out Madrasah Assessments from 08 -11 May 2023, of course this cannot be separated from the obstacles faced in its implementation because all Madrasah Assessment tools start from making grids and AM questions. , the facilities and infrastructure for implementing AM and others are completely handed over to the organizing madrasah without any special assistance for implementation costs.

Based on the description above, the researcher feels it is important to carry out an analysis of the implementation of the Madrasah Assessment (AM) carried out by Madrasah Tsanawiyah Persis 165 Arjasari with a very short policy from the Government of the Ministry of Religion which has just received a circular letter from the Directorate General of Islamic Education, Ministry of Religion Number: B- 755/DJ.I/Dt.I.I/PP.00/2023 dated 16 February 2023 which of course raises problems for teachers, committees, students and parents

METHODOLOGY

This research uses a qualitative approach with a descriptive method, namely by solving problems that occur, in the form of actual problems. The data collected and compiled is explained up to the analysis stage. The data collection techniques used in this research are: 1) Observation, The data collection method involves various factors in its implementation. 2) Interview By conducting face-to-face meetings and direct questions and answers between the researcher, the Head of the Madrasah and other respondents. 3) Documentation Study With documentation studies, a type of data collection that examines various types of documents as analysis material

RESULTS AND DISCUSSION

Assessment can be said to be an important component in the implementation of education. Good quality learning must be supported by a good quality learning system, where in the learning system there is an assessment system. Thus, the assessment system becomes an inseparable thing from the quality of learning. Furthermore, a good assessment system will encourage educators to design good learning strategies that can motivate students to learn better (Mansyur, et al, 2015: 1).

In teaching and learning activities, teachers work with students. Apart from facilitating students, teachers observe the extent of students' knowledge, what children can do and what their habits are. By making observations, the teacher is actually conducting an assessment or assessment of the students. Evaluation will be carried out by the teacher as one of the stages in learning. The sequence of learning stages carried out is as follows. First, the orientation stage. At this stage the teacher orients the students and the classroom environment, which will be used as a reference for a teacher in planning learning. Second, the implementation stage. At this stage the teacher carries out learning activities. Third, evaluation stage. It is at this stage that the teacher carries out an assessment of the entire learning process and student learning outcomes, which aims to determine the effectiveness of the learning process and learning outcomes in accordance with the objectives that have been set. Fourth, the follow-up stage, namely the stage where the teacher must think about improving and perfecting the learning process

Madrasah assessment in educational units including MTS. PPI 165 has a policy basis. Based on technical instructions, Madrasah Assessment has three basic policies. First, Decree of the Minister of Religion Number 184 of 2019 concerning Curriculum Implementation in Available at : <https://journal.bungabangsacirebon.ac.id/index.php/ijobba/>

madrasah. Second, the decision of the Minister of Religion of the Republic of Indonesia Number 72 of 2022 concerning the Organization and Work Procedures of the Ministry of Religion. Third, Decree of the Directorate General of Islamic Education Number 901 of 2023

The results of the Madrasah Assessment (AM) analysis which refers to SOP AM Number 901 of 2023 at Madrasah Tsanawiyah Persis 165 Arjasari are divided into several stages, namely, pre-AM, implementation of AM and post-AM. The stages of Madrasah Assessment (AM) at Madrasah Tsanawiyah Persis 165 Arjasari based on the results of an interview with the Head of Madrasah Tsanawiyah Persis 165 Arjasari (Anwar Saepuloh, S.Pd.I) are as follows:

Madrasah Pre-Assessment (AM)

Pre-Madrasah Assessment (AM) is the first stage which includes socialization activities, personnel management, participant data management, facilities and infrastructure management.

1. Socialization

Socialization is the most important stage of activity. With this activity, it is hoped that it will be able to generalize initial perceptions about Madrasah Assessment (AM). Based on AM's Standard Operating Procedures (POS), the outreach was carried out by the West Java Province Ministry of Religion Regional Office to the Bandung Regency Ministry of Religion Office, the Bandung Regency Ministry of Religion Office carried out outreach to Madrasah education units in their region through the Madrasah Working Group (KKM), Education units carry out outreach to educators, students, parents or guardians of students. MTS. PPI 165 is one of the madrasahs in Bandung Regency which was given the opportunity to directly participate in socialization from the Province regarding the implementation of AM via the zoom application. The school has also carried out socialization according to established procedures.

2. Personnel Management

The personnel management stage is one of the keys to the success of independent AM at Madrasah Tsanawiyah Persis 165 Arjasari. The personnel consisting of the executive committee and room supervisors of Madrasah Tsanawiyah Persis 165 Arjasari are determined by the Head of the Madrasah. Determination of personnel management by the Head of the Madrasah at Madrasah Tsanawiyah Persis 165 Arjasari is carried out through direct appointment. The appointment of personnel management by the Head of the Madrasah takes into account the following criteria:

a. AM Committee

The AM committee appointed by the Head of Madrasah Tsanawiyah Persis 165 Arjasari consists of teachers and staff who have integrity and knowledge in their fields, including chairman, operator, proctor, treasurer and members.

b. AM Supervisor

The madrasa head is absolutely responsible for the implementation of Madrasah Assessment (AM) in the madrasah under his authority, while the Madrasah Assessment (AM) supervisor appointed by the Head of Madrasah Tsanawiyah Persis 165 Arjasari is a teacher whose subject is not being tested, has a disciplined, honest, responsible attitude. Responsible, thorough and upholds confidentiality. In its implementation, the appointed supervisors must comply with the mutually agreed rules and regulations, including:

- a) Twenty (20) minutes before AM starts the room supervisor is present in the AM supervisor room.
- b) The room supervisor receives explanations and directions from the AM organizing committee.
- c) The room supervisor receives AM materials from the committee in the form of an attendance list, and minutes of AM implementation, as well as glue (if the exam is in pencil/KP paper form).
- d) The room supervisor signs the Integrity Pact/Minutes.
- e) Room supervisors dress neatly and politely.

3. Management of Participant Data

Data collection on AM participants was carried out by operators and proctors at Madrasah Tsanawiyah Persis 165 Arjasari through the following stages:

- a) Data is taken from the Madrasah Examination Database (PDUM) application.
- b) AM participant data is based on final grade student data contained in the EMIS database.
- c) Madrasahs validate assessment participant data on the Application from November 1 to 2018. December 31, 2022.
- d) The list of AM participants is printed via the PDUM Application, and determined through the Decree of the Head of the Madrasah organizing the AM.
- e) The AM participant card is printed via the PDUM Application by the madrasah organizing the AM and ratified by the head of the madrasah.
- f) Proctor Arranges the numbering of AM participants with the following conditions:

The AM participant number consists of 15 digits, as follows:

- a) First 2 digits: exam year code
- b) 2 second digits: province code
- c) 2 third digits: district/city code
- d) 1 fourth digit: level code (for MTs level it is 2)
- e) 4 fifth digits: madrasah code
- f) 4 sixth digits: serial number of assessment participant

Thus, the Madrasah Assessment (AM) participant number for Madrasah Tsanawiyah Exactly 165 Arjasari participants is 23-10-04-2-0526-0001 and so on. Based on the results of the interview, Madrasah Tsanawiyah PPI 165 is one of the madrasahs registered in the AM implementation. Registered schools are entitled to take part in the Madrasah Assessment. Madrasahs can choose between AM in the form of Paper Pencil (KP) and online form either computer or Android based, however Madrasah Tsanawiyah Persis 165 Arjasari prefers to implement AM using the paper method due to the problem of inadequate computer equipment and facilities.

Number of class IX (nine) students who participated in the MTS Madrasah Assessment (AM). PPI 165 consisted of 62 people consisting of 30 men and 32 women. Everyone must follow the training referred to before implementing AM. Students are directed to take part in the simulation.

Madrasah Assessment (AM) Implementation Period

After conducting observations and interviews during the implementation of the Madrasah Assessment on May 10 2023 regarding how the Madrasah Assessment (AM) was carried out at the Persis 165 Arjasari Tsanawiyah Madrasah and what obstacles occurred during its implementation, the author can explain the following:

1. Implementation of Madrasah Assessment (AM)

The implementation of the Madrasah Assessment is carried out according to procedures and steps according to the planning contained in a Work Program approved by the supervisor of the Bandung Regency Ministry of Religion. In the process, participants and room supervisors are given special directions to carry out according to the applicable participant and supervisor rules, as well as the committee as the implementer of the Madrasah Assessment (AM) is given the same direction according to its main duties and functions. Thus, it can be seen from the procedures and administration of the Madrasah Assessment at Madrasah Tsanawiyah Persis 165 Arjasari that it is quite good so that the implementation of the Madrasah Assessment can run smoothly even though there are still small inputs from the supervisors of the Ministry of Religion in perfecting deficiencies in the data and physical evidence that has been produced.

2. Obstacles inhibiting the implementation of the MTs Madrasah Assessment. PPI 165 Arjasari.

Every implementation activity is certainly not free from unwanted obstacles and problems, so the head of the madrasah must immediately find solutions to overcome and improve these obstacles. Obstacles are obstacles with circumstances that limit, hinder or prevent the achievement of targets. Among the obstacles that occurred and the solutions made by the madrasa head were as follows:

a. Constraint

Obstacles that occur in the implementation of activities can be internal and external, but both must be taken through the decision of the madrasa head. The obstacles that hinder the implementation of the Madrasah Assessment at Madrasah Tsanawiyah Persis 165 Arjasari are:

1). Teacher Aspect

In this case, the teacher is given the burden of a fairly short time to create grids and questions for the Madrasah Assessment, because the AM questions in this first period for all subject matter scripts are borne by the teacher of the subject concerned, different from the National Examination in the previous year, the teacher only convey and discuss the grid to students and questions are created by policy makers.

2). Aspects of Committee Personnel

The committee, as an important organ in carrying out activities, is like an organ in the body that will not function if one of the organs is weak and the other organs have to bear the burden of the weak organ. Having a short policy regarding the implementation of the Madrasah Assessment (AM) will certainly have an impact on the stability of the committee which is not expected to clash with other activities that were previously on the agenda, this is an obstacle in maximizing the implementation of the Madrasah Assessment (AM).)

3). Student and parent aspects

According to the schedule set by the Ministry of Religion, the implementation of the Madrasah Assessment (AM) can be carried out between 10 April-20 May 2023, of course this date is after Eid, which means that some students cannot take part in the Madrasah Assessment (AM) because it conflicts with family events that have been scheduled long in advance, whether

there is a wedding reception or holiday/recreation event. In this case, parents also become a problem because they cannot cancel events for the sake of their children and family, so that the Madrasah Assessment (AM) exams are neglected and left behind.

a. Solution

The first solution taken in the policy of dealing with teachers' difficulties in making grids and compiling Madrasah Assessment questions is that the head of the madrasah proposes that MGMP members throughout the Arjasari sub-district can work together in preparing Madrasah Assessment questions where each subject question is prepared equally by group of subjects, and this decision can be implemented well and unitedly.

The second solution, which is carried out by the head of the madrasah in dealing with weaknesses in the personal committee, is to involve other teachers to help the committee position in the process of implementing the Madrasah Assessment (AM).

Meanwhile, the third solution, which is carried out by the head of the madrasah in dealing with the aspect of student absence in the implementation of the Madrasah Assessment, is to hold a follow-up assessment at the specified time, which then provides guidance to all parents about the importance of children's education, especially in carrying out the final exam as one of the graduation requirements.

Post Madrasah Assessment (AM)

Post-Assessment is the completion of the Madrasah Assessment (AM) where each madrasah organizer is still carrying out follow-up actions in the form of:

1. Value Processing

The results of processing these grades are used as diploma grades with the results taken as 60% of the smt 1-5 report card grades plus 40% of the Madrasah Assessment grades.

2. Graduation Determination Meeting

The graduation meeting was attended by the head of the foundation, committee, teachers, students and parents through a Decree from the Head of the Madrasah regarding the graduation percentage as well as determining the students with the highest and lowest scores.

3. Writing diplomas

The writing of the diploma is carried out by teachers who are competent in their field, because when writing you have to be very careful because one wrong number will result in a mistake and it will take a long process to replace it.

4. Presentation of diplomas

The handover of diplomas, which is usually carried out by Madrasah Tsanawiyah Persis 165 Arjasari, is usually carried out at a graduation ceremony at the end of the year, but the writing does not extend to the research activities.

CONCLUSION

Based on the results of the research described in the previous chapter regarding Madrasah Assessment (AM) Madrasah Tsanawiyah Persis 165 Arjasari through observations and interviews with the head of the madrasah, the author can draw the following conclusions: 1. The implementation of the Madrasah Assessment (AM) went quite well according to the procedures and steps according to the planning designed in the Work Program. 2. The aspects that become obstacles consist of a) Teacher aspects in preparing grids and making Madrasah Assessment (AM) questions, the influence of policies takes a fairly short time. b.) Aspects of

the Committee that are weakly influenced by other conflicting activities and are less aware of their main duties and functions. 3) Student and parent aspects, there are students who attend on one day and parents who are less concerned about their children's participation in Madrasah Assessment activities, the influence of which coincides with post-Eid activities

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