Management of the preparation of student learning outcomes assessment instruments

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Abstract: The research aimed to examine more deeply the procedure for preparing student learning outcomes assessment instruments on archival management elements at SMK Negeri 9 Semarang in accordance with the mechanism for implementing the Merdeka Curriculum. The method used in this study is descriptive qualitative. Data analysis is carried out by collecting data, condensing data, presenting data, and drawing conclusions. The results showed that the preparation of assessment instruments had been carried out in terms of planning, organizing, implementing, and supervising stages. In planning, teachers develop learning tools and types of assessments to be used. In organizing, teachers carry out cooperation, division of labor, and design forms of assessment. In implementation, teachers do not compile assessment grids, but compile worksheets and assessment rubrics. In addition, the teacher only conducts qualitative analysis of question items. In supervision, teachers set criteria for achieving learning outcomes that refer to the criteria for achieving learning objectives. The conclusion of this study is the preparation of learning outcome assessment instruments in terms of the planning, organizing, implementing, and supervision stages that have been carried out in accordance with the mechanism for implementing the Merdeka Curriculum.

Keywords: Assessment; Instruments; Merdeka Curriculum; Teacher; Archives

INTRODUCTION

The 21st century, which is marked by the development of information, computing, automation, and communication, has an impact on all areas of human life, one of which is education. Where all aspects in the field of education will continue to develop following the times. The learning process that has an orientation to students can be carried out by forming a good learning system. To deal with these changes, the competence of students needs to be prepared to suit the needs. So that efforts are needed to improve the quality of education continuously and continuously. Of the various factors that affect the success of education quality, teacher quality is one of the factors that has a contribution in improving the quality of education (Wachidi et al., 2020). Teachers need to know and understand related to learning approaches, strategies, media, models, how to manage classes, learning interactions, to learning evaluation (Hilda et al., 2022).

Learning evaluation is one part and stage that must be passed by teachers to find out the effectiveness of learning that has been done so that the results obtained can later be used as feedback in improving and perfecting learning programs and activities (Fadilla et al., 2023). The implementation of learning without conducting an evaluation will cause the learning carried out to be of less quality because teachers do not get information about the development of their students. According to the evaluation of learning, it will assist teachers in carrying out assessments of learning outcomes to help improve the learning process carried out in the future.

The learning process results in changes in behavior or changes in student understanding that can be reviewed from the process of assessing learning outcomes. This is supported by the opinion by Yulianto (2022) that assessment is not only intended to determine the achievement of learning outcomes, but also

able to determine the increase in understanding and ability of students in the learning process. Thus, later the assessment results can be used as reference material for teachers and educational units to measure the achievement of goals in education and learning as a whole. Thus, a good and planned assessment effort is needed.

The determination of the value of assessment activities can be known by measuring in advance by paying attention to the selection of assessment tools, preparation of questions, processing, interpretation of assessment result data, analysis of question items to obtain adequate question quality, to the use of assessment result data (Saputra, 2022). Thus, teachers need to prepare an assessment of learning outcomes by paying attention to their suitability with the learning objectives to be achieved and also the latest curriculum developments. Compatibility with curriculum development needs to be considered because the curriculum becomes a description of educational objectives that are used as the foundation of the learning process (Surapranata, 2007). Thus, the success of an educational process can be seen from the assessment model of learning outcomes determined according to applicable curriculum standards (Caswita, 2021).

Based on the Kepmendikbudristek 262/M/2022 states that the Merdeka Curriculum will take effect in the 2022/2023 academic year. This causes policy changes regarding the concentration of expertise and the determination of subjects learned in the learning process. Where one of them is the determination of the concentration of expertise in office management at SMK/MAK which was previously Office Automation and Governance (OTKP), has now changed to Office Management and Business Services (MPLB). In addition, there is an accumulation of all vocational subjects into one vocational subject where the subject is for class XI or Phase F, namely office management subjects in which there are elements of archive management.

From the implementation of the Merdeka Curriculum which caused several previous subjects to be realized into elements in one vocational subject, teachers need to understand the material and evaluate learning. Where the instruments used by teachers to help evaluate learning must also be arranged and made appropriately. Thus, teachers need to compile assessment instruments that are in accordance with the development of the applicable curriculum and pay attention to their suitability with the character of students (Hilda et al., 2022).

Not only that, in compiling an assessment of learning outcomes teachers also need to pay attention to the stages of preparation which starts from developing grids, writing test questions, reviewing test items, testing instruments, empirical analysis of instrument quality, revising tests, and interpreting test results (Sunarti & Rahmawati, 2014). In connection with this, a teacher should understand the assessment model in learning in order to be able to compile and apply it in the classroom. However, in understanding and conducting the assessments required in the Merdeka Curriculum, there are still differences in teachers' understanding of the implementation of assessments. This is mainly due to the absence of sufficient practical assessment procedure guidelines provided and the lack of training provided to teachers (Shadri et al., 2023).

Based on the results of interviews, archival teachers of SMK Negeri 9 Semarang are still trying to learn, adjust, and translate the curriculum structure and materials in the Merdeka Curriculum simply first which refers to the previous curriculum. In designing assessment instruments, teachers still have difficulty in determining appropriate assessment project ideas because the current subjects are elemental. In addition, teachers also still have difficulty in evaluating learning, especially in the assessment aspect. The difficulties faced include the lack of training that discusses the implementation of the Merdeka Curriculum concretely, the difficulty of adjusting assessment instruments to suit the level of student ability, differences in perception and understanding with students, and adjustments to the category of HOTS or *High Order Thinking Skill* questions. Where teachers still find it difficult to adjust questions that fall into the difficult, medium, or easy categories. In addition, teachers also do not compile assessment grids because in this curriculum there is no written assessment.

Research shows that teachers still face many problems when assessing students during online classes which are not only related to technology issues but also because of teachers' depressed state of mind (Gupta et al., 2023). Not only that, the challenges experienced by teachers are basically related to issues related to ICT, inappropriate student environment, poor student mental health problems from social anxiety, to personal, lack of adequate resources, issues related to quality and plagiarism to achieve high standards in online learning and online assessment.

Furthermore, in the some research was found that the results of the comparison of the distribution of cognitive types of learning outcomes tests made by teachers have not been good or have not followed the provisions (Rizalia et al., 2021). In this study, artificial learning outcomes tests were appropriate in terms of their manufacture in terms of content and construct studies. However, it is not yet appropriate to measure the spread of cognitive types of each problem that is not ideal.

From the studies and problems above, it illustrates that problems related to the urgency of learning outcome assessment instruments are still problems that often occur and are interesting to discuss. Considering that self-assessment has a role and contributes to obtaining information about the progress and perfection of student competencies. Especially related to the suitability of its preparation in the implementation of the current curriculum, namely the Merdeka Curriculum. Thus, the purpose of this study is to examine more deeply the procedure for preparing student learning outcomes assessment instruments on archival management elements at SMK Negeri 9 Semarang in accordance with the mechanism for implementing the Merdeka Curriculum.

METHODS

The research method used in this study is descriptive with a qualitative approach. The qualitative approach is a method used to explore and understand the meaning by a number of individuals or groups of people ascribed to social or humanitarian problems (Creswell, 2013). Based on the purpose of this study, it is to examine more deeply the procedure for preparing student learning outcomes assessment instruments on archival management elements at SMK Negeri 9 Semarang in accordance with the mechanism for implementing the Merdeka Curriculum. Thus, the researcher intends to examine more deeply the process of preparing assessment instruments on elements of archive management at SMK Negeri 9 Semarang for the 2023/2024 academic year in terms of management functions.

The source of research data consists of the vice principal for curriculum, the head of the office management and business services department, and the teacher who teaches the elements of archive management. The data collection techniques used are through interviews and documentation. Data analysis is carried out by collecting data, condensing data, presenting data, and drawing conclusions.

RESULT AND DISCUSSION

Analysis of the procedure for preparing learning outcome assessment instruments on archive management elements is carried out by reviewing based on the stages of management functions, namely planning, organizing, actuating, and controlling.

Planning Phase

Planning is the first step in carrying out an activity. By compiling a clear plan, it will facilitate all elements in carrying out their duties to make the best contribution to achieving the predetermined goals. In planning there is a formulation of goals and ways to achieve a goal. This also applies in planning the preparation of assessment instruments. Planning that can be done in compiling an assessment instrument is one of them by formulating or reinforcing teaching objectives (Sudjana, 2009).

Activities to formulate or reinforce teaching objectives can be realized in preparing learning tools, and determining the type of assessment to be used. Based on the results of the research, before compiling assessment instruments, teachers will compile learning tools. Where in its preparation, teachers get learning elements, descriptive elements, and learning outcomes (CP) that have been predetermined by the Ministry of Education and Culture and Technology. Then the CP will be processed into learning objectives (TP). Furthermore, TP will be processed into a learning objective flow (ATP) to become a teaching module. The processing of CP into TP is carried out together with the school-level MGMP. Then the processing of TP into ATP is left to the creativity and characteristics of each teacher.

Based on the results of the documentation, the teaching modules made by archival teachers have met the minimum components and have even met the components of the full version of the teaching modules in accordance with the assessment guidelines issued by Kemdikbudristek.

Based on Table 1, the the teacher making learning tools, the teacher has formulated assessment objectives. This is in accordance with Permendikbudristek Number 21 of 2022 concerning Education Assessment

Standards Article 4 Paragraph 2 which states that the results of the formulation of assessment objectives are contained in learning planning. Where the purpose of assessment as intended is to pay attention to the alignment of assessment with learning objectives.

Table 1. Teaching Module Components Full Version

General Information	Core Components	Attachments
Identity of module author	Learning objectives	Student worksheets
Initial competence	Assessment	Enrichment and remedial
Profil pelajar Pancasila	Understanding means	Educator and learner reading
Facilities and infrastructure	Lighter questions	Materials
Target students	Learning activities	Glosarium
Learning model used	Reflections of learners and educators	Bibliography

In affirming teaching objectives, teachers also determine the type of assessment to be used. Determination of the type of assessment needs to be done so that the assessment that will later be carried out can be carried out precisely, carefully, and accountably (Caswita, 2021). Based on the results of the study, the types of assessments to be used are formative assessment and summative assessment. The type of assessment to be carried out is also in accordance with Permendikbudristek Number 21 of 2022 concerning Article 9 of Education Assessment Standards that the assessment of learning outcomes used is formative assessment and summative assessment.

Barlian dkk., (2022)found that teachers have made Merdeka Curriculum learning planning in the form of learning tools in accordance with the guidelines for making Merdeka Curriculum learning tools, namely analyzing learning outcomes (CP) to compile learning objectives and learning objectives flow, developing teaching modules that adjust learning to the stage of achievement and characteristics of students, to formative and summative assessment planning. Thus, planning for the preparation of assessment instruments for student learning outcomes in the elements of archive management at SMK Negeri 9 Semarang has been carried out in accordance with regulations on the Merdeka Curriculum.

Organizing Phase

Organizing is the activity of designing an assessment system based on abilities and planning that has been made previously so that it can support the success of education in schools. In compiling assessment instruments as a measuring tool to determine the extent of students' abilities, it is necessary to have strategies and tactics that have been formulated in planning. In the process of organizing or design can be realized by organizing or carrying out the division of labor and cooperation.

Based on the results of the research, the division of labor and cooperation has been carried out by teachers by determining the teacher who is the supervisor in the archive management element, namely only one teacher. This is further explained because in one subject alone can be taught by more than two to four teachers. In the office management subject in phase F itself is taught by 5 teachers with 6 elements in it. These elements include archive management, business economics, general administration, business communication, and office technology. So, because archival management is in the form of elements, the archival management element is only assisted by one teacher.

Aziz (2022) found that the school has implemented good management, one of which is manifested in the form of organizing carried out by teachers in the form of grouping students, distributing teacher teaching tasks, preparing lesson schedules and assessment schedules, preparing work programs to coordination between teachers.

Before entering into the implementation of the assessment, the teacher will design the form of assessment to be used. Based on the results of the study, teachers used *pre-test and* post-test for formative assessment. And the project as a summative assessment. The selection of the assessment form is in accordance with the assessment principles in the assessment guide where in designing the assessment, teachers are given the flexibility to determine the technique and time of assessment implementation in order to be effective in achieving learning objectives. The selection of project forms is also in accordance with assessment guidelines where in summative assessments, educators can use various techniques and instruments, not only in the form of tests.

This is in line with research from Manik and Simanullang (2023), that the school has conducted evaluations both *pre-test, post-test* that can be done orally, writing both multiple choice and essays. It is also

explained that the methods used are varied methods. Where students will be given several questions before starting learning to find out how many students are ready and not ready to learn the material to be delivered.

In addition, the teacher will also determine the category of the questions. Based on the results of the study, the category of questions to be created for assessment instruments in the archival management element is more directed to HOTS or *high order thinking skills*. The application of HOTS will be applied in formative assessments, namely in *pre-test and* post-test. Where in the pre-test *and* post-test *the* questions that will be given are in the form of analysis questions. Where to analyze falls into the C4 category. With the use of HOTS-based questions, the assessment carried out will be able to measure the high-level thinking skills of students in which they will relate interesting problems found in the surrounding environment in everyday life and use various types of questions with varied question forms (Kunanti, 2020).

This is in line with Wilson and Narasuman (2020), that the development of *Higher Order Thinking Skills* (HOTS) assessment is an effective assessment to measure student development and achievement holistically. In addition, the study explained that by using HOTS questions, student achievement obtained reflects to some extent the quality of teaching strategies used by teachers in the classroom (Moyo et al., (2022). However, not all teachers understand the making of HOTS questions. It was conveyed in the results of the study that teachers still do not understand in adjusting the question categories into easy, medium, or difficult categories.

Efforts made by teachers to overcome these obstacles include knowing the characteristics and learning styles of students. This can be done by conducting a diagnostic assessment. In addition, to increase teacher knowledge in making assessment instruments, teachers also attend several trainings provided both through the platform and provided by the curriculum in schools. Thus, organizing in the preparation of assessment instruments for student learning outcomes in the elements of archive management at SMK Negeri 9 Semarang has been carried out in an adjusted manner based on the division of labor, cooperation in discussing the preparation and categorization of questions in order to measure the ability of students well, to designing the implementation of assessments.

Actuating Phase

Implementation is the process of realizing a predetermined plan. Because the implementation of the preparation of assessment instruments at SMK Negeri 9 Semarang has not been carried out, the implementation discussed in this study describes the plans that will be carried out in the implementation of the preparation of assessment instruments in the future.

Before compiling assessment instruments, teachers need to compile assessment grids. The assessment grid is a format or matrix that contains a description of competencies and material to be compiled into questions. Based on the results of the study, the preparation of the assessment grid has not been carried out by the teacher. The preparation of the grids made is a grid in the previous curriculum, namely the 2013 curriculum. This is because, in the Merdeka Curriculum there is no provision for writing further grids. In this regard, the assessment grid is not made by teachers because currently there is no written assessment carried out.

Minarti et.al., (2022) found that there are still many teachers who ignore the role and function of the question grid, so that the assessment instruments made by teachers have a high chance of not being in accordance with achievement indicators. In the preparation of the grid, it must appear the measured ability and proportion, the scope of the material tested and its proportions, the level of difficulty of the question and its proportions, the type of assessment tool used, the number of questions or questions, and the estimated time needed to do the problem (Barokah, 2019).

In compiling the question set, the teacher will make an assessment rubric. Rubric is a scale of grading or rating scale on expected performance for the tasks given or a work of students (Basuki & Hariyanto, 2017). Based on the results of the study, teachers made assessment rubrics with references such as simple assessment rubrics used for scoring UKK level 2 with KKNI standards. KKNI or Indonesian National Work Competency is a parameter of the qualification of education graduates in Indonesia as an effort to equalize quality so that Indonesian human resources are able to compete with foreign resources.

References in the use of this KKNI standard are allowed. This is in accordance with the assessment guide because it is basically typical of the vocational level, especially in the subjects of concentration of

expertise allowed based on SKKNI. Based on the results of the documentation, the assessment rubric made is in accordance with the assessment guidelines in which the completeness criteria have been listed where at each stage there is a description that explains the performance of students. Teachers use assessment rubrics to evaluate reports generated by learners.

After the questions are compiled, before the questions are tested to students, an assessment tool needs to know its quality. There are three analyses that can be done in order to produce a quality assessment tool, namely question point analysis, validity analysis, and reliability analysis (Farida, 2017). Question point analysis is a review of questions in the test kit in order to obtain assessment tools that have adequate quality (Farida, 2017). Question point analysis can be done qualitatively and quantitatively. Qualitative analysis of question items is carried out by reviewing each question item by peer review. Where this study is focused on fulfilling material aspects, construction aspects, and language aspects. While quantitative analysis of question items is analyzing question items through the difficulty level of question items, differentiating power analysis, and distractor analysis (Farida, 2017).

Based on the results of the research, the questions that have been made by the teacher will only go through the qualitative analysis stage of the question items. Where the analysis of this question item will only be carried out based on the material, construction, and rules of writing Indonesian. The teacher will conduct an instrument validation test through a verifier, namely from an Indonesian language teacher related to the suitability of writing questions in accordance with good Indonesian writing rules. Regarding the content and context, teachers discuss more with fellow teachers, namely from teachers who supervised archival in the previous phase and MPLB teachers. In carrying out qualitative analysis of question items, the school has provided a question verifier sheet. However, the test is only implemented by teachers in the form of small discussions. Thus, the question verifier sheet is not used. Thus, the questions made will only be carried out qualitative analysis of the question items.

Regarding the party who will conduct the assessment, based on the results of the research, the party conducting the assessment is only the teacher who teaches the subject concerned. In this case, all assessments that will be carried out are only assessed by the teacher. This is very unfortunate because in the implementation of assessments in schools themselves, there has never been a self-assessment. This is not in accordance with the principle of assessment, where educators need to involve students in conducting assessments through self-assessment, assessment between friends, self-reflection, and providing feedback between friends.

Nieminen (2022) showed that self-assessment increases students' ontological awareness and encourages learning, whereas effective self-assessment not only allows students to compare their work against a set of criteria but also allows students to set their own grades. This will guide learners towards a better awareness and understanding of themselves as learners (Basuki & Hariyanto, 2017). Thus, self-assessment has a role in overcoming the problem of the power of assessment that allows students to act as critical and reflective agents in the implementation of assessment.

Controlling Phase

Controlling is an effort to assess a performance based on the standards that have been made and also make improvements if needed (Caswita, 2021). In the implementation of the supervisory function of assessment instruments, teachers assess success or targets by following the standards determined in the assessment. In this case, student learning outcomes will be checked whether they have reached the minimum target that has been set or in accordance with the minimum completeness value that has been determined.

Based on the assessment guide, the assessment of the achievement of student learning outcomes is carried out by comparing the achievement of student learning outcomes with the criteria for achieving learning objectives. The criteria for achieving learning objectives or KKTP is one of the considerations in making assessment instruments. This criterion is a description of what abilities students need to demonstrate as evidence that they have achieved the learning objectives. Thus, the current criteria are not recommended to use absolute numbers but are allowed to use value intervals. KKTP or Learning Objectives Attainment Criteria is currently the minimum standard to replace KKM or Minimum Completeness Criteria.

Based on the results of the study, the criteria used to measure the ability of students at SMK Negeri 9 Semarang used 4 criteria. These criteria can be seen in the Table 2.

Table 2. Learning Objective Attaintment Criteria

Interval	Information
00 – 69	BB (Undeveloped)
69 – 79	MB (Developing)
80 – 89	BSH (Growing Up to Hope)
90 – 100	BSB (Very Well Developed)

Based on Table 2, the criteria used by teachers are in accordance with the assessment guidelines which use grade intervals. The determination of the criteria for achieving learning objectives is not determined in the assessment guide but it is explained that educators are given flexibility in developing criteria for achieving learning objectives to suit the needs of students. However, the selection of these criteria was chosen by the teacher based on the guidelines for the development of the Pancasila student profile strengthening project. Where in determining the number of criteria and levels of performance quality, it consists of 3 to 5 levels of performance quality, and more than 2 performance criteria. In addition, the criteria need to show a clear and distinguishable description between levels (Badan Standar Kurikulum dan Asesmen Pendidikan, 2022).

CONCLUSION

Based on the results of research and discussion of the analysis that has been carried out that the preparation of learning outcome assessment instruments reviewed through the stages of planning, organizing, implementing, and supervising has been carried out in accordance with the mechanism for implementing the Merdeka Curriculum. Planning has been carried out by teachers by preparing learning tools, and determining the type of assessment to be used, namely formative assessment and summative assessment. Organizing has been carried out by teachers by dividing labor and cooperation in discussing the preparation and categorizing of questions to measure the ability of students well, to design the implementation of assessments. The preparation of assessment instruments will be carried out by carrying out assessments that apply cognitive, affective, and psychomotor aspects by examining the entire material. However, teachers do not compile grids because in this curriculum there is no written assessment. However, teachers still compile assessment rubrics. The analysis of question items is only carried out qualitatively and the implementation of the assessment is entirely only carried out by the teacher. Supervision will be carried out by teachers by determining the criteria that will be used to measure the ability of students referring to KKTP.

Based on these conclusions, suggestions that can be given are archival teachers are expected to continue to make assessment grids, teachers can apply self-assessment for students, teachers are expected to also conduct quantitative analysis of question items manually or utilize available *software*. Further researchers are expected to be able to examine more deeply other aspects related to assessment such as the process and implementation to the processing of assessment results. Researchers can then also add new variables such as teacher understanding, training and other variables using different research methods and designs.

This research shows that in preparing an assessment instrument it is necessary to pay attention to several requirements and carry out structured strategies, techniques, and plans in order to produce the right assessment instrument. With good and appropriate assessment instruments, it can later be used as a basis for analysis and interpretation for decision making of student learning outcomes. This research is expected to contribute to educators and prospective educators in preparing good assessment instruments.

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