



Improving the Quality of Learning Based on Evaluation Instruments

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Abstract

This research aims to analyze the quality of teachers' learning evaluation instruments as final learning tests. This research uses quantitative methods with a descriptive approach. The subjects in this research were Islamic high school students in Indonesia. The data collection technique is carried out using the documentation method. The data collection instruments used in this research were exam questions, answer keys, and student answer sheets. The data obtained was analyzed manually with the help of Microsoft Excel. The analysis results show that first; regarding The validity of the end-of-year assessment questions in the Jurisprudence subject, there are 22 questions or 44% declared valid, and 28 questions, or 56% declared invalid. Second, the reliability of the final year assessment questions for the Fiqh subject is known to have a reliability of 0.7651, so it can be concluded that these questions have a high level of reliability. Third, regarding the level of difficulty of the final year assessment questions in the Fiqh subject, there are 9 questions, or 18% which are included in the difficult question category, 27 questions or 54% are included in the medium question category, and 14 questions or 28% are included in the easy question category. Fourth, the discriminating power of final-year assessment questions in Jurisprudence subjects shows that the items with very poor discriminating power totaled 4 questions (8%). There were 20 questions (40%) of poor discriminating power, 5 questions (10%) of good discriminating power, 7 questions (14%) of good discriminating power, and 14 questions (28%) of very good discriminating power. The results of this research can be used as initial data for future researchers in studying this problem in different contexts and issues and as consideration for teachers in improving their abilities and understanding in creating quality questions.

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INTRODUCTION

Test questions (instruments) are a tool that can be used by teachers to evaluate how much material has been absorbed in the ongoing learning process. A good question is an instrument that meets certain requirements or rules, so that it can provide accurate data according to its function (Anita et al., 2018; Sakahuni & Ramadhanti, 2021).

The step that must be taken to determine the quality level of a test is to carry out a test quality analysis (Salmina & Adyansyah, 2017). One of the aims of analyzing the quality of the questions is to improve the quality of the questions, namely whether a question is acceptable, needs to be improved because it has several weaknesses, or is not used at all because it does not work (Idrus, 2019). However, there are still many teachers who have not analyzed the test questions they have created because they think that analyzing the quality of the test questions takes a long time and also requires a lot of energy. As a result, many of the questions used in the test cannot produce correct or accurate data about student learning outcomes (Asri et al., 2022). If the decision taken is based on incorrect or inaccurate data, which is caused by the instruments used to collect the data not being prepared properly, then the decision is irresponsible (Makbul, 2021).

Evaluation is a process for determining the value of the object to be evaluated. The evaluation must be carried out in a systematic, comprehensive manner and carried out periodically so that the educational objectives that have been set can be achieved optimally (Afif & Usiono, 2024; Arifin et al., 2024). Evaluations that are often carried out by teachers consist of two techniques, namely test techniques and non-test techniques (Fauzi, 2023; Idrus, 2019). Test techniques are methods or procedures used for measurement and assessment in the field of education. Test techniques consist of two types, namely objective and non-objective tests (Hidayat & Asyafah, 2019).

Meanwhile, non-test techniques are assessments of student learning outcomes that are carried out through direct observation to assess the student's personality (Shobariyah, 2018). A good test must have a balanced or ideal level of difficulty, that is, one that is not too easy but also not too difficult. The discriminating power in the questions must be able to distinguish between students' abilities between high-ability students and low-ability students. Apart from that, the questions must also have good distractor effectiveness so that you can find out how students can understand and master the lesson material that has been presented by the teacher (Mulyani et al., 2021).

Based on the facts found, the results of the recap of student exam scores in Islamic high schools are classified as low. The recap of the exam results shows that of the 39 students, only one person scored above the Minimum Completion Criteria. This is suspected because there has never been an analysis of the questions given. To find out the quality of the end-of-year assessment of Fiqh subjects in terms of validity, reliability, level of difficulty, and distinguishing power, research needs to be conducted related to analysis of the quality of end-of-year assessment questions for Fiqh subjects in integrated Islamic high schools in Indonesia.

Based on Scopus data, studies related to the quality of learning based on evaluation instruments have not been studied much by previous researchers. This can be seen from the results of the Vosviewer analysis related to the keywords learning, instruments, evaluation, and assessment, which found 870 documents. However, no data has been found that specifically discusses the quality of learning based on evaluation instruments. The results of the Vosviewer analysis can be seen in the following image.

(rpbi) (Sijabat et al., 2024). The point biserial correlation index obtained from the calculation results is consulted with r_{table} at a significance level of 5% according to the number of subjects or several test participants (Ahmad et al., 2022; Basri et al., 2021; Fatin et al., 2022; Mira et al., 2022; Suherti et al., 2024). The subjects in this study were 39 students, so with $n=39$ the r_{table} result was 0.316. If the point biserial correlation coefficient is greater than or equal to r_{table} , then the item is declared valid, but if the point biserial correlation coefficient is smaller than r_{table} , the item is declared invalid. As a follow-up to the results of the validity analysis of the questions, valid questions can be reused in the next test or stored in the question bank. Invalid question items are corrected by adjusting the achievement indicators or adjusting the question item preparation technique (Prabowo, 2024; Sari, 2022).

Second, question reliability. The results of calculating the reliability of the end-of-year assessment questions for Fiqh subjects show that the questions have a reliability coefficient (r_{11}) of 0.7651. The reliability of questions can be calculated using the KR-20 formula, with the interpretation that if the reliability coefficient is more than or equal to 0.70 then the question is declared reliable or has high reliability and if the reliability coefficient is less than 0.70 then the question is included in the unreliable category (un-reliable) or have low reliability (Pradita et al., 2024). These results mean that the final year assessment questions in the Fiqh subject are included in the category of questions with high reliability because r_{11} more than 0.70.

Third, the difficulty level of the question. The results of the analysis of the level of difficulty of the end-of-year assessment questions for Fiqh subjects show that there are 9 questions or 18% which are included in the difficult question category, 27 questions or 54% are included in the medium question category, and 14 questions or 28% are included in the easy question category. After obtaining the results of the analysis of the level of difficulty, then follow-up is carried out on the question items. Anas Sudijono explained the follow-up actions that need to be carried out by the tester, namely first, for question items which based on the results of the analysis are included in the good category (medium level of difficulty), it is best to store the question items in the question bank, to be issued again in the test results. learn in the future.

Second, for question items that are included in the difficult category, there are three possible follow-up actions, namely: i) These question items are discarded and will not be issued again in future learning outcomes tests. ii) Re-examined, tracked, and traced so that the factors that cause the question item to be difficult for the testee to answer can be identified. After revisions have been made, the question items will be issued again in the upcoming learning outcomes test. iii) Items that are too difficult at any time can be used in very strict tests, meaning that most testees will not pass the selection test.

Third, for question items that are included in the easy category, there are also three possible follow-up actions, namely: i) The question items are discarded and will not be issued again in future learning outcomes tests. ii) Re-examined, tracked, and traced carefully to find out the factors that caused the question item to be answered correctly by almost all testees. After improvements have been made, the question in question is tried to be issued again in the next learning outcomes test, to find out whether the difficulty level of the question is better than before or not. iii) Items that are included in the too easy category can be used in tests or selections that are loose, in the sense that the majority of testees will be declared to have passed the selection (Alfiani et al., 2024; Siskawati et al., 2022).

Fourth, the differentiating power of the questions. The results of the analysis of the discriminating power of final year assessment questions in the Fiqh subject show that the items with very poor discriminating power totaled 4 questions or 8%, the discriminating power was poorly totaling 20 questions or 40%, the discriminating

power was sufficiently totaling 5 questions or 10%, the discriminating power was good amounting to 7 questions or 14%, and the differentiating power is very good amounting to 14 questions or 28%. As a follow-up to the results of the analysis of the differentiating power of the questions, namely, questions with moderate, good, and very good differentiating power should be stored in the question bank to be issued again in the next test, items with low differentiating power should be corrected so they can be used again in the next test, and question items with negative or very poor discriminating power are better discarded or not reused (Amelia et al., 2021).

Fifth, the overall analysis results are based on validity, reliability, level of difficulty, and distinguishing power. Question items can be stored in the question bank or reused if they meet four criteria, namely in terms of the validity of the question items including valid question items, in terms of reliability the questions have high reliability, in terms of the level of difficulty they are included in the medium difficulty level category, and terms of power. differentiating power categories include moderate, good, and very good (Basri et al., 2021; Fiska et al., 2021; Khasanah et al., 2023). The final year assessment questions for Fiqh subjects that can be saved or reused are 16 items or 32% with a reliability of 0.7651. These questions need to be kept confidential so that they can be issued again in the next exam. Question items that only meet three of the four criteria should be corrected. The final year assessment questions for Fiqh subjects that meet the three criteria total 9 items or 18%. Question items that have been corrected can be tested again to find out whether the question items have carried out their function or not. Question items that only meet two criteria should not be reused. The final year assessment questions for Jurisprudence subjects which only meet two criteria total 25 items or 50%. These question items should not be reused, because if they are to be used again they require significant improvements.

CONCLUSION

Based on the results of the analysis of the quality of the questions which include validity, reliability, level of difficulty, and distinguishing power, it can be concluded that the number of questions that can be reused or stored in the question bank is 16 items or 32% with a reliability of 0.7651. The number of questions that need to be corrected is 9 items or 18% and the questions that should not be reused are 25 items or 50%. Teachers as question makers need to pay attention to test development steps so that teachers have more quality questions.

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