

Novice Teachers' Ability To Analyze Student Learning Outcomes Tests (An Exploration of the Learning Outcomes of the Evaluation of Students of the Islamic Education Study Program of the Islamic Religious Tertiary School Nurul Falah Airmolek)

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ARTICLE INFORMATION	ABSTRACT
Article History: Received, 25-08-2024 Accepted, 09-10-2024 Published, 07-12-2024	<i>This study aims to explore the ability of novice teachers in analyzing student learning outcomes tests in the Islamic Education Study Program at Nurul Falah Airmolek Islamic College. In the context of education, the ability to analyze learning outcomes is crucial to improve the learning process and understand student development. The research method used is descriptive qualitative with a case study approach involving observation, interviews, and document analysis. The results show that novice teachers' ability to analyze student learning outcomes is still low. Novice teachers face challenges in the practice of effectively analyzing learning outcomes tests. Factors affecting novice teachers' ability to analyze student learning outcomes include lack of experience, access to resources, and support from the academic environment. The findings are expected to be the basis for the development of better training programs for novice teachers, in order to improve the quality of evaluation and student learning outcomes in Islamic Religious Education.</i>
Keywords: <i>Ability; Novice Teachers; Evaluation; Exploration</i>	

INTRODUCTION

The learning process is an activity with educational value. This educational value colors the interaction that occurs between educators and students. The learning process is said to be an activity with educational value because the learning activities carried out are directed at achieving certain goals that have been formulated before teaching is carried out. To find out the achievement of these goals, educators need to evaluate.

Evaluation in the educational process, according to H.A.R. Tilaar, is related to controlling the extent to which the results have been achieved in accordance with the program set out in the education curriculum. There are three main reasons why educational activities always require evaluation. First, when viewed from a process approach, there is a relationship between educational goals, the learning process and evaluation. Second, the activity of evaluating learning outcomes is one of the characteristics of professional educators. Third, when viewed from an institutional approach, educational activities are management activities, which include planning, programming, organizing, actuating, controlling, and evaluating activities.

In the field of teaching, evaluation aims (1) to determine the specific teaching content competencies possessed by students, (2) to improve the teaching-learning process. Meanwhile,

in the field of learning outcomes, evaluation aims (1) to determine differences in the abilities of students, (2) to measure their success both individually and in groups.

In evaluation activities, an assessment tool or technique is needed, so that its implementation will be more directed. Evaluation tools in education used to collect data can be tests or non-tests. Nurkancana and Sunartana stated that a test is a way to conduct an assessment in the form of a task or a series of tasks that must be carried out by students or a group of students so as to produce a value about the behavior or achievement of students as learners.

A good evaluation test has characteristics and properties which are requirements that must be met, namely that the test must be valid or have a validity level that is valid / good. An evaluation test is said to be valid if the test can accurately and correctly measure what is to be measured. Validity here, can be in the form of content validity, predictive or predictive and construction validity. Then, the test must be reliable, objective, practical and economical. In addition, a good test must also have differentiating power, level or degree of difficulty, option effectiveness, and efficiency.

One important task that is often and even generally forgotten by educators is the task of evaluating the measuring instruments that have been used to measure the learning success of their students. The measuring tool in question is a learning outcomes test, whose body consists of a collection of items.

Reality often shows that if in the learning outcomes test almost all test takers fall (the value of learning outcomes is very low), then the blame is often delegated to students. Conversely, if almost all of them succeed in achieving high test scores, the tester immediately feels satisfied and proud because the learners' mastery of the test material is very good. Both of these are not necessarily entirely due to learner failure and educator success. To find out the real reason how this can happen is by tracing or tracking. Tracing or tracking testers do to find out whether the items that make up the learning outcomes test can carry out their function as an adequate measuring tool for learning outcomes or not. The identification of each item of the learning outcomes test is carried out in the hope that it will produce a variety of valuable information, which will basically become feedback (feedback) in order to make improvements, improvements, and refinements to the items that have been issued in the learning outcomes test, so that in the future the learning outcomes test prepared or designed by the tester can really carry out its function as a measuring tool for learning outcomes that have high quality.

Nurul Falah Airmolek Islamic Religious College (STAI) is a university located in Airmolek, Pasir Penyau District, Indragiri Hulu Regency, Riau Province, Indonesia. STAI Nurul Falah Airmolek has six study programs. Among them, the Islamic Religious Education Study Program (PAI). Many students who study in the PAI Study Program are already educators. They continue their studies to fulfill their qualifications as educators. Although in theory they do not fully understand the world of teaching, in daily applications they have done what an educator should do. They make lesson plans, use teaching methods and learning media, and evaluate their students' learning outcomes. Based on this, students who have become educators and carry out their duties properly the author says are novice teachers.

This research was conducted on novice teachers who are students in the PAI Study Program in the PAI Learning Evaluation course. Based on the results of preliminary interviews, novice teachers and other fellow teachers in the relevant educational institutions have never analyzed the learning outcomes tests that have been tested on their students. Based on this, the researcher felt interested in knowing how the quality of the tests they had made and tested so far. And how their ability to analyze the learning outcomes test after being given a briefing.

This research is expected to have an impact on the implementation of learning evaluation for educators. Educators are expected to be able to provide a different touch in evaluating student learning outcomes by analyzing the learning outcomes tests that have been tested. Where, tests that have been tested are very important to know the validity, reliability, differentiating power, degree of difficulty, and distractor function. Actions like this are usually emphasized on the use of objective tests. Because, in evaluating learning teachers almost never leave the form of multiple choice type objective questions.

The quality of the test is very influential in determining the achievement of learning objectives. Therefore, the test instruments used must be of high quality. Meanwhile, the quality of the test can only be determined through analysis. So, it can be understood that the analysis of learning outcomes tests is absolutely necessary to get a quality test.

METHOD

This research is a descriptive qualitative research with a case study approach. Qualitative research methods are research methods based on the philosophy of postpositivism or enterpretive, used to research natural object conditions, where the researcher is the key instrument, data collection techniques are carried out in triagulation (combined interviews, observation, documentation). Interviews were conducted to find out novice teachers' understanding of learning evaluation. Observation and documentation are used to observe the teacher's performance in analyzing the learning outcomes test which includes testing the validity, reliability, differentiating power, degree of difficulty, and distractor function of the student learning outcomes test of his own making which is then tested.

Qualitative research does not use the term population, but is called a social situation or social situation consisting of three elements, namely: places, actors, and activities that interact synergistically. The social situation can be stated as an object of research that wants to be understood more deeply "what happens" in it. The research site is the STAI Nurul Falah Airmolek campus. The actors are sixth semester PAI Study Program students who have teacher status with a total of 20 people. While the activity observed is their ability to analyze student learning outcomes tests.

Samples in qualitative research are not called respondents, but as informants as well as subjects in research. Determination of data source samples (informants) in this study was carried out using purposive sampling technique, namely data source sampling techniques with certain considerations. Certain considerations, for example, the person is considered to know best about what is expected, or maybe he is the ruler so that it will make it easier for researchers to explore the object or social situation under study. The informant referred to in this research is the subject (person) in the research. As mentioned above, the research subjects are sixth semester PAI Study Program students totaling 20 people.

Furthermore, activities in data analysis include data reduction, data display, and conclusion drawing/verification from Miles and Huberman. Data analysis begins with reducing the data obtained from the work of novice teachers, then presented to see the trend of their abilities. And then, the conclusion was drawn.

RESULTS AND DISCUSSION

Theoretically, students in a class are a population or group whose circumstances are heterogeneous, meaning that each student has a different ability from other students. For this reason, if a test is carried out, the results will be reflected in a normal curve. Most students are in the medium area, a small percentage are in the left tail, and a small number of others are in the right tail of the curve. However, if the situation after the test results are analyzed is not as expected in the normal curve, or in other words if all students (testees) get bad scores or vice versa if all students get good scores, then of course there is "something" with the test questions.

Based on this, it is necessary to follow up on the test questions that the teacher has tested to students by analyzing the items. Dikmenum states that item analysis activities aim to: (1) determine questions that are defective or do not function in their use; (2) improve items through three components of analysis, namely difficulty level, differentiating power, and item exemption. In addition, items that have been analyzed can provide information to students and teachers. Meanwhile, Uno and Koni stated that the purpose of item analysis is to identify questions that are good, less good, clear, and less clear. With item analysis, information can be obtained about the ugliness of a problem and instructions for making improvements.

Validity is the accuracy between the measuring instrument and what is to be measured. If the measuring instrument is not in accordance with what is to be measured, the results obtained will be wrong and useless. Therefore, the questions that teachers give to students

must measure the educational objectives that students are expected to have after following certain materials. For example, the learning objective is that students can recite the intention of prayer. Then the appropriate measuring instrument is an action test or more commonly known as practice. If the measuring instrument used is a written test, of course the measuring instrument will not provide a picture of the child's fluency in reciting the intended prayer intention. This means that teachers need to consider the learning objectives to be achieved before determining the measuring instruments to be used in evaluating student learning outcomes.

Validity is one of the characteristics that mark a good learning outcome test. To be able to determine whether a learning outcome test has validity or measuring accuracy, it can be done from two aspects, namely: in terms of the test itself as a totality, and in terms of the item, as an integral part of the test. Reliability is the constancy or stability of test items in testing student learning outcomes even though they are tested many times on the same students at different times.

Furthermore, the degree of difficulty of the item shows the quality or not of the learning outcome test items. Learning outcome test items can be declared as good items, if the items are not too difficult and not too easy. In other words, the degree of difficulty of the item is moderate or sufficient.

Item distinguishing power is the ability of a learning outcome test item to be able to distinguish between students with high abilities and students with low abilities. In such a way that most students who have a high ability to answer the item are more likely to answer correctly, while students whose ability is low to answer the item are mostly unable to answer the item correctly.

Knowing the distinguishing power of the item is very important, because one of the bases for compiling learning outcomes test items is the response that the abilities of one student to another are different, and that the item must be able to provide test results that reflect the differences in abilities that exist among these students.

In every objective test, alternative answers are always used that contain two elements at once, namely the right answer and the wrong answer as a distractor. The main purpose of installing distractors on each item is so that of the many students who take the learning outcomes test, some are interested or aroused to choose it, because they think that the distractor they choose is the correct answer. The more students who are fooled, the distractor can perform its function well. Conversely, if the distractors installed on each item are "unsold" (meaning: none of the many students who feel interested or aroused to choose the distractor as the correct answer), then the distractor cannot perform its function well. In other words, a new distractor can be said to have performed its function well, if the distractor has stimulation or attraction, so that the testee (especially students from the lower group) becomes fooled into choosing the distractor as the correct answer.

Based on the results of research that has been conducted for one semester (approximately six months), where researchers teach PAI Learning Evaluation courses as well as conduct research with in-depth interview techniques, observation and documentation to students who are already teachers, it is found that almost most educational institutions (ranging from elementary school to high school level) have never analyzed the learning outcome tests that they have tested to their students. Both regarding the validity of the test, its reliability, the degree of difficulty of the questions, the differentiating power of the questions, as well as the effectiveness of the distractor function used in objective questions of multiple choice types.

Based on the results of the interviews, it is not only the novice teachers referred to in this study who have not followed up on the learning outcome tests in the evaluations they conducted on their students. However, other teachers who are already undergraduate (S1) have not done this either. The obstacle is their lack of knowledge and understanding of this. In fact, this kind of analysis is very important to do. Plus, schools are still thick with the use of multiple-choice objective type questions. As is known, this multiple-choice type of objective

question is easier to analyze for validity, reliability, distinguishing power, degree of difficulty, and the function of the distractor.

The 20 novice teachers who served as subjects were a combination of two classes. Before the research was conducted, they were equipped with how to determine the validity, reliability, distinguishing power, degree of difficulty, and distractor function of the questions. After they understood this, they were asked to make their own questions in the field of study in the PAI clump according to what they taught and then tested on the students concerned. However, it can also be with a selection of questions that they have already made themselves and have finished testing before. Then they were asked to make a follow-up by analyzing some of the things that were delivered earlier independently. And from the documentation of their worksheets, researchers observe, analyze, and make conclusions about the extent of their ability to analyze the learning outcomes tests they have made and tested. In addition, from here researchers can also identify the quality of the questions they make and test based on the results of the validity, reliability, differentiating power, degree of difficulty and the function of the distractors.

Observation of the documentation of the novice teachers' worksheets revealed that only some of the subjects were really skilled and serious in analyzing their students' learning outcomes tests. While some others, still consider this work difficult and tiring to do. This is what identifies the reason why the activity of analyzing the learning outcomes test is forgotten by educators.

Furthermore, based on the worksheets observed earlier, information was also obtained that the quality of the tests tested was still in the easy category, because seen from the results of the validity and reliability tests, it was still low. Likewise, the degree of difficulty of the questions is still low, followed by the differentiating power of the questions that cannot distinguish the abilities of high-ability students from low-ability students. Likewise, the distractors have not functioned effectively. After further analysis, this happened because the questions tested had not followed the standard level of difficulty that varied in accordance with the provisions put forward by Bloom's Taxonomy revision. Where the questions tested to students must vary in difficulty and complexity. Both objective questions, and essays.

Novice teachers have obstacles in applying the practice of learning outcomes test analysis effectively in carrying out their duties and responsibilities as teachers and evaluators. The factors that affect their ability to analyze learning outcomes tests include lack of experience, access to resources, and support from the academic environment.

CONCLUSION

Learning evaluation is something that cannot be denied for educators. When holding the status of an educator, his role as an evaluator is automatically integrated into him. Evaluation is needed in the learning process that is being or has been carried out to see the extent of the development of student learning outcomes over time which is needed for decision making on many things. Among them, decisions about the achievement of predetermined learning objectives. However, evaluation activities are not finished at giving final grades to students who have taken the test given. Teachers need to track or trace the test items concerned. Teachers need to know how the quality of the tests that have been tested. Does the test have good validity and reliability. Furthermore, it has a qualified differentiating power, a good degree of difficulty and the distractors used function effectively. All of these things are very important to do to get a quality and reliable test in testing student abilities. Thus, there is no wrong decision making on student learning outcomes.

The results show that novice teachers have obstacles in applying the practice of learning outcomes test analysis effectively in carrying out their duties and responsibilities as teachers and evaluators. This is what makes novice teachers' ability to analyze student learning outcomes tests still low. The factors that influence their ability to analyze learning outcomes include lack of experience, access to resources, and support from the academic environment.

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