PROCESSING OF EDUCATION ASSESSMENT RESULTS IN THE EVALUATION OF LEARNING OUTCOMES

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Abstract

This study discusses how the results of educational assessments become a benchmark in determining student achievement. Giving a score is a result of an answer that can be converted into a number on the score. and the score obtained from a question that is answered by students correctly and can consider the weight of the answer. The main focus that we will discuss is the processing of educational assessment results. The purpose of this study was to determine the processing of educational assessment results. So that education can be used as a reference in processing student learning outcomes. Analyze how the processing of the assessment results in the learning process. Based on this goal, scoring is very important in learning, especially for students.

Keywords: Result Processing, Educational Assessment, Evaluation, Norm Reference Assessment (PAN), Benchmark Reference Assessment (PAP)

INTRODUCTION

National Learning plays a role in developing and building the character and civilization of the nation, aiming to increase the ability of teaching participants to become religious and devoted people to the One God. Learning has a great position and is also a source of significant energy, especially for a growing country. Learning will help build character in the future and at the same time have the benefit of improving skills and improving the quality of life and status of people in the national goal setting (Adiyono, Nurul Rohimah: 2021).

Educational evaluation is an activity that is tried to identify the extent of students' skills in mastering the lessons that have been informed by the teacher. The application of various methods and the use of various evaluation tools to obtain data about the extent of the learning outcomes of teaching participants or the achievement of competencies (skill sets) of teaching participants with several objectives. Evaluation or assessment is a data activity that results from the practice of teaching participants in a good, planned and sustainable way to determine whether the teaching participants have understood the competencies formalized by the curriculum (Majid, 2015). Sourced on data information that has been processed.

Evaluation must make a positive contribution to the learning achievement of teaching participants. The results of the evaluation must certainly be claimed and experienced as an appreciation for successful teaching participants or as an enthusiastic factor in practicing for teaching participants who are struggling to achieve success (Sudjatmiko and Lili Nurlaili, 2003: 18). So that the information collected is meaningful, the teacher as an evaluator must really understand how to distribute good numbers and really try it in a balanced way so that it does not harm various parties. Recognizing that it means processing information and data which will then share meaning to teaching participants so that in this study we will try to provide an explanation of "How to Work on Evaluation Results" which must be tried by an evaluator, so that in the application of evaluations it can be tried correctly so that it does not lead to failure. loss on all sides.

Raymond, et. (2013: 471) stated that a reliable and quality evaluation will have a strong influence on the way of upgrading activities, results, and outcomes. A reliable and

quality evaluation does not only look at the results, but also the environmental assessment system starting from programming, implementation, and reporting. So, evaluation must look at the totality starting from the context, inputs, methods, and outputs as a whole in a comprehensive way. The authorities in realizing a credible and quality upgrading and evaluation method, introduced upgrading updates in the form of an evaluation of the 2013 Curriculum.

RESEARCH METHOD

The method used in this study is a descriptive method with a qualitative approach. Describe and explain the techniques for processing educational assessment results and data processing for PAP and PAN test results. Researchers use qualitative methods because it explains adapting qualitative methods more easily when dealing with real facts, this method presents directly the nature of the relationship between researchers and respondents.

RESULTS AND DISCUSSION

The essence of evaluation is to interpret or interpret measurement data. Therefore, to carry out an evaluation, it must be preceded by measuring the subject to be assessed. The measurement results in the form of numbers (values) are then processed and interpreted as a result into more meaningful data as a result of collecting decisions. In interpreting this information measurement results can be compared with various types of barometers (standards). The subject of evaluation in upgrading activities includes insights, actions and skills that can be carried out with tests or non-tests.

Determination of Assessment Standards

Giving points is not the final stage in the assessment activity, because usually the scores do not share a meaningful meaning for the needs of collecting learning assessments. Therefore, these scores need to be further processed into numbers. This number is then used as the bottom for collecting learning decisions. Before coming to the method of processing and changing (altering) the anom numbers from practice into standard numbers, it is necessary to first distinguish between numbers and numbers. This is based on an estimate that people sometimes think that the number has a similar interpretation to the number.

The number is the result of the scoring profession (shared value) obtained by adding the numbers for each test question answered correctly by students, by estimating the weight of the correct answer. There is also the definition of a number as a value (it can also be a graph), which is the result of changing numbers that have been combined with other numbers, and their settings are matched with special standards. Therefore, numbers are often pronounced with standard scores (Suharsimi Arikunto: 2010). Value is basically a value or graph or type that reflects how far or how much expertise has been shown by students to the module or proven material, in accordance with the formulation of the competencies below and the indicators that have been determined (Sukiman: 2012). To get to the numbers, so that the test scores that are essentially moderate are the anom scores that need to be processed first so that they can be replaced or converted into numbers with basic or standard characters.

There are 2 types of evaluation standards that can be used by teachers in cooking the evaluation results:

1. The absolute standard is the result achieved by each student compared to the standard that has been inaugurated earlier. The approach that is commonly used in cooking anomal numbers into numbers with absolute standards is said by benchmark reference evaluation (PAP).
2. The relative standard, which is the result achieved by each student compared to the group norm, is the result achieved by other students in the same group. The approach

that is commonly used in cooking anom numbers into numbers with absolute standards is called the Norm Reference Evaluation (PAN) (Ngalimin Purwanto: 2011).

In processing information, statistical analysis is generally used. Statistical analysis is used when there is quantitative information, namely data in the form of numbers, on the contrary for qualitative information, namely information in the form of words, cannot be processed with statistics. If the qualitative information is to be processed with statistics, then the information must first be changed to quantitative information (quantification of information). However, not all qualitative information can be converted into quantitative information, as a result it cannot be processed with statistics.

There are 4 main stages in cooking the assessment results, namely:

1. Scoring, is to give a number to the assessment results that can be achieved by teaching participants. To score or score, 3 types of help tools are needed, namely: reply keys, scoring keys, and alteration principles.
2. Replacing anom numbers so standard numbers match the custom norm.
3. Convert standard numbers into numbers, either in the form of letters or values.
4. Carry out a question analysis (if needed) to identify the validity and reliability of the question, the level of difficulty of the question (difficulty index), and the power of discrimination.

When the information has been processed with special rules, the next step is to make sense of the information, thus sharing the meaning. The stage of understanding the actual information cannot be separated from the processing of the information itself, because after cooking the information will automatically interpret the results of the work. Sharing understanding means making a statement about the results of processing information based on specific standards called norms. Norms can be formalized first in a logical and analytical way before the assessment activity is carried out, but they can also be made based on the results obtained in conducting the assessment. On the other hand, if the meaning of the information is not based on specific standards or norms, then this is a big mistake. For example, a teaching participant goes up a category. The escalation of this category is sometimes not based on agreed criteria, but only based on individual and human estimates, so this provision includes an unfair decision and harms all parties.

In upgrading activities, generally the benchmarks come from the objectives of each subject (competency standards and lower competencies). This competence must be normal, because it must be presented as a marker that can be measured and can be observed. If this benchmark has been formulated in real terms, up to now we have interpreted the processed numbers in the form of words or statements. In arranging these words, teachers often face difficulties. The difficulties include word categorization that often exceeds the established benchmark limits, moreover it is not helped by the available data. This is due to the tendency of teachers to emphasize the advantages of one school compared to other schools. The difficulty that often occurs is the categorization of meaningful conclusions or statements that are overstated outside the boundaries of evidence. Errors of this kind actually do not only occur because of inaccuracies in interpreting the information, but may also have arisen in the previous steps.

There are 2 types of understanding of information, namely the understanding of groups and understanding of individuals.

1. The definition of group is an understanding that is tried to identify the character of the group based on information on the results of the assessment, such as group results, in general groups, group actions to teachers and lesson modules submitted, and distribution of group numbers. The main purpose is as a plan to carry out the

definition of groups, to identify the special characteristics of a group, and to make analogies with groups.

2. Individual understanding is an understanding that is only tried in an individual way. For example, in educational and counseling activities or other clinical settings. The key goal is to look at the level of readiness of teaching participants (readiness), physical development, training development, and the difficulties they face.

In carrying out the understanding of information, both by group and individually, you must use standard norms, so that the information obtained can be compared with those norms. Based on this understanding, it can be decided if the teaching participants reach a sufficient level of readiness or not, there is significant development or not, there is difficulty or not. If you want to describe the development of teaching participants, the distribution of numbers, and analogies with groups, then you need to use lines (curves), diagrams, or in some cases profiles are needed, and not with numerical notes. Note numbers are generally used to describe the position or role of teaching participants, either individually or in groups.

Test Result Processing Techniques

For the management of insight evaluation results, the teacher is informed in the form of grades, titles, and/or stories. Insight income figures are processed quantitatively by using values with a ratio of 0-100, mentions and stories of the achievement of teaching participants' skills. The term is the standard categorization of student achievement in alphabetical form (A = very good, B = good, C = moderate, D = poor). This standard categorization was inaugurated by the school which is a reflection of the achievement of school standards. The story is in the form of positive words related to the achievement of the teaching participants' expertise in each subject or subject that refers to each KD in the subject or subject. Insight scores are obtained from daily quiz numbers (NUH), mid-semester quiz numbers (NUTS), and end-semester quiz numbers (NUAS) which are tested with several evaluation methods.

For Zainal Arifin (2006) in preparing test result information, there are 4 (four) main stages that must be taken, namely:

1. Scoring, is to give a number to the test results that can be obtained by teaching participants. To get anom numbers, three types of auxiliary equipment are needed, namely the answer key, scoring key and the principle of alteration.
2. Replacing anom numbers so standard numbers match the special norms.
3. Convert standard numbers into good numbers in the form of graphs or values.
4. Carry out a question analysis (if needed) to identify the validity and reliability of the question, the level of difficulty of the question (difficulty index), and the power of discrimination.

After conducting the test activity and the teaching participant's professional sheet has examined the evidence, errors and completeness, the next step is to divide the anom numbers for each teaching participant based on special formulas and the weight of each question. This activity must be tried with extra care because it is too low for the activity of working on the test results to become the number of results. Before carrying out the test, the teacher must have arranged the principle of giving numbers. The scoring principle is very important, especially in the form of article questions (Zainal Arifin, 2009: 223). This is intended to minimize the subjectivity of the appellants.

Likewise, when carrying out the affective and psychomotor area tests of teaching participants, it is necessary to determine the measures of action and action options of teaching participants in understanding the competencies that have been inaugurated. The scoring method used depends on the form of the problem, on the other hand, weight depends on the

level of difficulty (difficulty index), for example heavy, longer and easier. For more details, we describe the ways of working on the results of the assessment as follows:

1. Method of Giving Anom Numbers for Test Descriptions

In the form of explanations of anom numbers sought by using a weight system, the weight system itself is divided into 2 methods, namely:

a. The weight claimed in the maximum number system matches the difficulty level. For example, for an easy question, the maximum number is 6, for a number with a maximum number of 7 and for a number that is categorized as difficult, it is given a maximum number of 10. Thus, when using this method, teaching participants may not get a number 10.
b. The weights claimed in specific numbers match the level of difficulty of the questions. As an illustration; Easy questions are given a weight of 3, other questions are given a weight of 4 and difficult questions are given a weight of 5. Using this method allows teaching participants to get 10 points.

a) Method of Distributing Anomalous Numbers for Objective Tests

There are 2 methods for assigning numbers to fair form test questions , namely:

1. Without using the estimation method (Non Guessing Recipe)
   This method is used if the question is not yet known the level of goodness. The trick is to divide the number of correct replies only, each correct answer is given a number 1 and the wrong answer is assigned a number 0.So, number = the number of correct replies.
2. Using the Estimating Method (Guessing Recipes)
   This method is used if the test questions have been tested and implemented so that the level of truth can be known. There are also approximate formulas that are;For true-false form items.

Formula: $S = \sum B - \sum S$

Description: S = score sought

$\sum B$ =number of correct answers

$\sum S$ =number of incorrect answers

For multiple choice form items)

Formula: $S = \sum B - \frac{\sum S}{n - 1}$

Description: S = score sought

$\sum B$ =number of correct answers

$\sum S$ =number of incorrect answers

n =number of alternative answers provided

= fixed number

For matching form questions

Formula: S = ∑B

Description: S = score sought

∑B =number of correct answers

For short answer and completion questions

FormulaS = ∑B

Description: S = score sought

∑B =number of correct answers

2. Overall Score

The total number is the sum of the numbers obtained from all forms of questions after being processed by an estimation method (prescribing guessing) (Zainal Arifin, 2009: 231). When, for example, citing the illustration above, the total number of students is 20 + 6 + 5 + 7 = 38. This number is an anomal number (raw score). The next stage is to cook the anomal numbers into finished values.

3. ScoreAlteration

Numerical alteration is a way of changing the form of anomal numbers achieved by teaching participants into translated numbers or standard numbers to determine the number of practice results that have been obtained. In the conventional way, teachers often use the following method:

Number=∑X 10(rasio 0– 10)

∑S

Explanation:∑X= the number of raw numbers

∑S= the number of questions on

Working on Information on PAP and PAN Test Results

After getting the numbers for each teaching participant , the teacher should not be in a hurry to determine the practice results (numbers) of teaching participants based on the value obtained after dividing the number by the number of questions, because the method is considered less commensurate. For example, a teaching participant gets the number 60, while the ratio used to load a report card is a ratio of 0-10 or a ratio of 0-5, so that number must first be converted into a standard number before being inaugurated as the final number.

- Benchmark/Barometer Reference Assessment (BRA)

This approach focuses on what teaching participants can try. It can also be said that this evaluation focuses on what abilities have been achieved by teaching participants after completing a small part of the totality of the program.

Working on the numbers resulting from the assessment of the results of practice using the Barometer Reference Evaluation approach means that the numbers to be submitted to students are based on absolute standards or benchmarks that have been inaugurated. Therefore, PAP is also often referred to as a benchmark reference evaluation. PAP is an evaluation that interprets or interprets the measurement results using a barometer (a constant standard), which is carried out by equating the anomal numbers from the assessment results possessed by students with the perfect maximum number that can be achieved by students, if all questions are asked. test can be answered correctly.

This barometer is used for any group of students who are exploring a similar test or test. That way, any category, school, or region if using the same instrument or test questions will use the same standard, namely how many percent of students understand the skills or knowledge that are proven. Gronlund and Linn in Eko Putro widoyoko said that "the criterion referenced interpretation focused on the percentage of items answered correctly". Students are considered to understand the proven insights if they are able to correctly answer all the questions. That way the barometer or standard is the number of questions (Eko Putro Widoyoko: 2014). If in the science test, students are asked to respond to 60 questions until their success is measured how many percent of students are able to respond correctly from the 60 questions. Ideally, students are expected to be able to respond to the 60 questions (100%).

Thus, the barometer is always consistent, which is the answer to the 60 questions, whoever takes the test and whenever and wherever the test is carried out. The evaluation of the barometer reference or benchmark is also spoken with the right approach, which is ideally the student can respond correctly to all questions or prove the ability of all proven skills. Woolfolk in Eko said that the "criterion referenced test. Testing in which scores are compared to a set performance standard". The benchmark reference test is a test where the numbers are compared to the complete standard of ability. Through the evaluation of benchmark references it can be known whether students have understood or not mastered skills or insights that are assessed. Understanding understanding or not understanding is a complete understanding of students' test scores. The results will describe the skills of students in understanding the knowledge and skills being tested.

Thus, BRA learns what a teaching participant can do, not equating a teaching participant with classmates, but with a specific benchmark or barometer. The benchmark which is defined is an experience level of practice that is expected to be successful after the end of the practice activity, as for some of the lower competencies that have been determined in advance before the exercise activity h walk. For example, the criteria use 75% or 80%. For teaching participants whose abilities lie on the basis of standards that have been inaugurated, they are claimed to have not been successful and must receive remedial.

- Norm Reference Assessment/Fair Reference Assessment (PAN)

In the norm reference evaluation, the meaning of the value (number) of a teaching participant is found by equating his learning outcomes with the practice results of other teaching participants in one group or category. Teaching participants are grouped based on the stages of the results of the practice so that the relative role of a teaching participant can be known when compared to his classmates. The purpose of this norm reference evaluation is to divide teaching participants into groups of skill levels, from the lowest to the highest. In a perfect way, the division of skill levels within a group paints a fair curve.

Usually, norm reference evaluation is used for sorting. The test questions in this approach are raised from the material section that is considered by the teacher to be urgent as an illustration of the material that has been informed. The teacher has the right to decide which part is more important. In this way, the teacher is obliged to block the number of questions needed, because not all modules that are informed to teaching participants can pop the questions in a complete way. The questions must be made with various levels of difficulty ranging from easy to heavy so that it is possible to share the answers of various teaching participants, questions can sow, and can equate teaching participants between one another.

The interpretation of reference norms proves the relative role of students in the group. Norm evaluation figures are also referred to as "percentile scores", the role of students in groups has a relative character because the barometer in the assessment is also of a relative nature, namely the average number of groups. Tests with similar questions can produce different average scores for different classes, so the standard of assessment is also different. The number in the evaluation of the norm reference does not indicate the level of skill or knowledge being assessed.

Working with numbers with reference to this norm is usually used in a sorting test because it suits its purpose, which is to determine the expertise of a person in a particular group. This reference is also used to identify the results of a person's practice in a broad-covered module (Kusaeri, Suprananto: 2012). Determination of numbers using this relative standard is also suitable to be applied to summative tests (ordinary quizzes, end-of-semester tests, EBTANAs, or equivalent). In the process of working on anomal numbers, the results of the evaluation practice become numbers based on the general numbers achieved by the group and the basic deviation or standard deviation. After being obtained or successful, it is known the average or mean number and the standard of the regression from the scores of the assessment results, then the anomal scores achieved by each student can be converted or replaced into standard numbers. There are various standard numbers that can be used to make these alterations, but what is commonly used at the lower learning level is the standard eleven (standard eleven).

Thesteps for working on the results of the evaluation of the results of practicing using the PAN approach are illustrated as follows:The results of the assessment accompanied by 20 students obtained the following scores:
9 8 7 8 5 4 5 6 7 8 9 8 7 7 6 8 9 7 8 7
From these scores, it can be found:
X= 9+8+7+...+8+7= 143

CONCLUSION

In the evaluation results, several things must be observed, namely; The method of processing the test results, the overall score (total score), the variation of numbers, the method of assigning numbers to the ratio of actions, the method of assigning numbers to the psychomotor area, and the processing of test result information which consists of two methods of use is to use the barometer reference evaluation and the norm reference evaluation. In the application method for evaluating the results of students' practice which was tried by the teacher, from the point of view of evaluating the action almost carried out according to what was requested by K13, the evaluation of the insight competence view was being dominated by the recorded test method, and evaluation for measuring competency skills was tried with the application evaluation method.

In implementing evaluation activities for students' practice results based on the 2013 Curriculum, teachers are categorized as being able to implement evaluation activities according to curriculum requests. This is evidenced by the implementation of authentic evaluation platforms, PAP and PAN by teachers. A very different matter that is implemented

by the teacher in which the teacher only aims to take into account the learning outcomes of students. There are two different approaches used in numerical processing techniques, namely the barometer reference approach (PAP) and the norm reference approach (PAN). The main comparison in processing the test results between PAP and PAN is in the divisor to the number obtained by each student. In the PAP the highest score is the "highest perfect score" that can be achieved with the instrument used, therefore, the standard of interpretation is always consistent. How the meaning of the scores, whether it includes passing, good results or others will be related to the evaluation standards used. Again in PAN, the divisor score is the "actual highest number" obtained by each group. Although the exam questions are similar if the highest score obtained by each group is different, so the standards are also different, therefore in PAN, the standard of understanding is relative.

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