



IMPROVING TEACHERS' ABILITY TO DEVELOP ASSESSMENT TECHNIQUES AND INSTRUMENTS THROUGH THE ACADEMIC SUPERVISION AT SMA NEGERI 2 TANGGUL ACADEMIC YEAR 2021/2022

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Abstract

Based on the results of initial observations, teachers of SMA Negeri 2 Tanggul found some problems in the preparation of the curriculum assessment techniques and instruments. Their assessment test questions do not meet good learning outcomes assessment criteria. One solution to this problem is to optimize the supervision of the school principal. With the supervision of the school principal, teachers will be assisted in developing student learning assessment techniques seriously, and as best as possible. The research method used in this study was school action research, with a class X teacher as the research participant. The results showed that the teachers' ability to prepare student learning assessment techniques has significantly increased under the supervision of the school principal. This research gained three significant cycles, i.e. the pre-, the first, and the second, to identify the results of the assessment scores (test questions) prepared by the subject teachers. Their ability to develop assessment tools based on the data in the pre-cycle is only 56.16% as the average value of the components of the implementation of the learning process indicator of success. Then in the first cycle, the average value of the components of the implementation of the learning process increased to 74.36% and in the second cycle increased to 85.03%. Implementing the school principal's academic supervision in fostering teachers' ability to develop student learning outcomes assessment has contributed significantly to their preparation in learning achievement test questions. During this supervision, the principal coaches teachers to practice compiling test assessments until they understand and are proficient in making test assessment of student learning outcomes.

Keywords: Assessment Techniques; Assessment Instruments; Academic Supervision

Abstrak

Berdasarkan hasil observasi awal, guru SMA Negeri 2 Tanggul menemukan beberapa masalah dalam penyusunan teknik dan instrumen penilaian kurikulum. Soal tes penilaian mereka belum memenuhi kriteria penilaian hasil belajar yang baik. Salah satu solusi untuk masalah ini adalah mengoptimalkan pengawasan kepala sekolah. Dengan pengawasan kepala sekolah, guru akan dibantu dalam mengembangkan teknik penilaian pembelajaran siswa secara sungguh-sungguh, dan sebaik mungkin. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan sekolah dengan guru kelas X sebagai partisipan penelitian. Hasil penelitian menunjukkan bahwa kemampuan guru dalam menyusun teknik penilaian pembelajaran siswa meningkat secara signifikan di bawah pengawasan kepala sekolah. Penelitian ini memperoleh tiga siklus penting yaitu pra, pertama, dan kedua, untuk mengidentifikasi hasil skor penilaian (soal tes) yang disusun oleh guru mata pelajaran. Kemampuan mereka mengembangkan alat penilaian berdasarkan data pada pra siklus hanya 56,16% sebagai nilai rata-rata komponen pelaksanaan proses pembelajaran indikator keberhasilan. Kemudian pada siklus I nilai rata-rata komponen pelaksanaan proses pembelajaran meningkat menjadi 74,36% dan pada siklus II meningkat menjadi 85,03%. Pelaksanaan supervisi akademik kepala sekolah dalam membina kemampuan guru dalam mengembangkan penilaian hasil belajar siswa telah memberikan kontribusi yang signifikan terhadap persiapan mereka dalam mengerjakan soal-soal tes prestasi belajar. Selama supervisi ini, kepala sekolah melatih guru untuk berlatih menyusun penilaian tes sampai mereka memahami dan mahir dalam membuat penilaian tes hasil belajar siswa.

Kata kunci: Teknik Penilaian; Instrumen Penilaian; Pengawasan Akademik

INTRODUCTION

Assessment or evaluation of learning is a very important part of a learning process. Teachers need to design and implement assessment based on students' characteristics in the learning process. By conducting an assessment during the learning process, the teacher can determine the level of the learning process and will obtain input materials to determine the next steps. In the Regulation of the Minister of Education and Culture (Permendikbud) No 4 of 2018, it is stated that educational assessment is the process of collecting and processing information to determine the achievement of student learning outcomes. Meanwhile, Kusainun (2020) states that assessment as one of the main components of the learning process must be understood, planned and implemented in order to support the improvement of the quality of the learning process.¹

The assessment of learning outcomes has various techniques, namely in the form of tests, observations, assignments individually or in groups, and other forms under the students' competencies and characteristics. Meanwhile, in Permendiknas No 16 of 2007 it is stated that, assessment is one of the essential elements which all teachers need to master in carrying out in learning activities.

During the process of learning, assessment is the process of gathering information to determine class or group learning achievements, while assessment is all the methods used to assess individual or group performance.² The evaluation activities include preparing measuring tools/questions, assessing and evaluating learning processes and outcomes, and analyzing the results of learning assessments.³

Good results are only possible with good processes. Likewise, good learning outcomes will only be obtained from a good learning process. To determine the learning outcomes is through evaluating the learning process.⁴ For this purpose, an assessment instrument is needed to be good, because the assessment results also depend on whether or not the instrument (test/question) used is good. If the assessment instrument is better, the information obtained will also be more appropriate for follow-up. Coaching the ability of teachers in the preparation of learning outcomes test questions at SMAN 2 Tanggul has so far been sufficient in quantity. Many

¹ Noven Kusainun, "Analisis Standar Penilaian Pendidikan Di Indonesia," *JP (Jurnal Pendidikan): Teori dan Praktik* 5, no. 1 (2020).

² Aini Zulfa Izza, Mufti Falah, and Siska Susilawati, "Studi Literatur: Problematika Evaluasi Pembelajaran Dalam Mencapai Tujuan Pendidikan Di Era Merdeka Belajar," *Prosiding Konferensi Ilmiah Pendidikan* 1 (2020): 10–15.

³ Maya Saftari and Nurul Fajriah, "Penilaian Ranah Afektif Dalam Bentuk Penilaian Skala Sikap Untuk Menilai Hasil Belajar," *Edutainment: Jurnal Ilmu Pendidikan Dan Kependidikan* 7, no. 1 (2019): 71–81; Siti Khusnul Bariah, "Rancangan Pengembangan Instrumen Penilaian Pembelajaran Berbasis Daring," *Jurnal Petik* 5, no. 1 (2019): 31–47.

⁴ Bariah, "Rancangan Pengembangan Instrumen Penilaian Pembelajaran Berbasis Daring"; Wiku Aji Sugiri and Sigit Priatmoko, "Perspektif Asesmen Autentik Sebagai Alat Evaluasi Dalam Merdeka Belajar," *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (2020): 53–61.

activities have been carried out to develop teacher competence concerning the development of collective and individual student learning assessment tools. These collective activities include coaching in the implementation of MGMP in clusters, technical guidance on assessments in KOSP, or preparing final school exams routinely carried out every semester. Likewise, individual advice, for example, when supervising class visits, clinical supervision, and monitoring exams. There has been quite a lot of experience given to teachers to improve their competency in planning evaluations.

However, in terms of quality, what is expected of a teacher skilled at compiling questions for measuring student learning outcomes, is still far from expectations. The phenomenon that occurred at SMAN 2 Tanggul, a school where the researcher served as the school principal, was that the ability of subject teachers to prepare assessment tools was still low. Based on the results of initial observations conducted by researchers through supervision, the questions made by the teacher still did not meet the criteria for compiling complete learning outcomes test questions. Therefore, researchers consider it necessary to provide guidance, especially for subject teachers at SMAN 2 Tanggul in compiling good assessment tools (test questions) in the sense that they meet the criteria for assessment tools that can measure the level of achievement of predetermined learning objectives, based on the guidelines provided by Ministry of Education and Culture in the assessment implementation of learning.

Based on the background of the problems above, the solution to overcome these problems is to conduct research through the academic supervision of school principals to improve teachers' abilities in developing assessment tools or learning evaluation tools, with the title: Improving Classroom Teacher Capability in Developing Learning Assessment Tools by Implementing Principal Academic Supervision (School Action Research at SMA Negeri 2 Tanggul Jember Academic Year 2021/2022).

Based on the background of the problems described above, the issues raised in this school action research are formulated: "Is the implementation of academic supervision by the school principal able to improve the ability of subject teachers at SMAN 2 Tanggul in developing learning assessment tools?"

The general aim of this study was to provide guidance in developing learning assessment tools by classroom teachers to improve the ability of SMAN 2 Tanggul subject teachers in developing learning assessment tools through academic supervision conducted by the school principal.

RESEARCH METHOD

In the implementation of school action research, the subjects were 6 (six) subject teachers. The sample subjects of this study are only six subject teachers. Meanwhile, this school action research was implemented from August to October 2021 in the odd semester of the 2021/2022 school year.

The research method used is school action research (PTS) with a qualitative approach. The data obtained from the research are presented descriptively by comparing the conditions before the action with after the action was carried out. According Miftahul Huda (2015), "the main purpose of PTS is to solve real problems that occur in schools that are under the guidance of the principal."⁵ This research activity is not only aimed at solving problems, but at the same time looking for scientific answers why this can be solved by the actions taken.

This research was conducted using research procedures including: (1) action planning, (2) implementation of actions, (3) observation of the implementation of actions, and (4) reflection on the results of observing actions. The cycle of research activities can be seen in Figure 1.

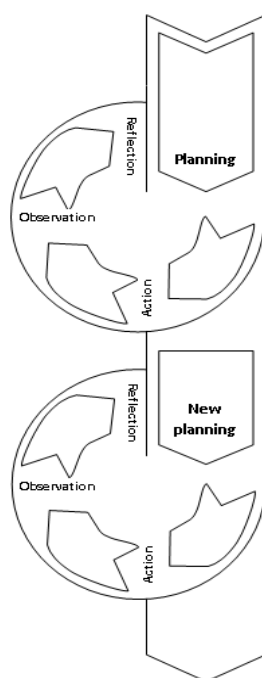


Figure 1. The Kemmis and Taggart School Action Research Cycle⁶

⁵ Miftahul Huda, "Penelitian Tindakan Kelas Teori Dan Praktik," *Yogyakarta: Pustaka Pelajar* (2015); Enco Mulyasa, "Penelitian Tindakan Kelas," *Bandung: PT Remaja Rosdakarya* (2010); Suharsimi Arikunto, *Penelitian Tindakan Kelas: Edisi Revisi* (Bumi Aksara, 2021).

⁶ Huda, "Penelitian Tindakan Kelas Teori Dan Praktik."

RESULTS AND DISCUSSION

Result

Assessment

Assessment is an activity that becomes a unit in the learning process. Assessments are carried out to look for evidence or basic considerations about the achievement of learning objectives.⁷ Therefore, in the K13 Curriculum, educators are encouraged to carry out the following assessments:

First, formative assessment. It is an assessment aiming to provide information or feedback for educators and students to improve learning. There are two types of formative assessment, namely a. *Assessment at the beginning of learning* is carried out to determine the readiness of students to learn the teaching material and achieve the planned learning objectives. This assessment is included in the formative assessment category because it is intended for the needs of teachers in designing learning, not for assessing student learning outcomes reported in report cards. b. *Assessment in the learning process* is carried out during the learning process to find out the progress of students and at the same time provide quick feedback. Usually, this assessment is carried out during or in the middle of the learning activity/step, and can also be done at the end of the learning step. This assessment is also included in the category of formative assessment.⁸

Second, a summative assessment. It is an assessment carried out to ensure the achievement of the overall learning objectives. This assessment is carried out at the end of the learning process or can also be carried out simultaneously for two or more learning objectives, in accordance with the considerations of educators and education unit policies. In contrast to formative assessments, summative assessments are part of the assessment calculations at the end of the semester, the end of the school year, and/or the end of the level. These two types of assessment do not have to be used in a lesson plan or teaching module, depending on the scope of the learning objectives.⁹

⁷ I Wayan Subagia and I G L Wiratma, "Profil Penilaian Hasil Belajar Siswa Berdasarkan Kurikulum 2013," *JPI (Jurnal Pendidikan Indonesia)* 5, no. 1 (2016): 39–55; Masnur Muslich, "Authentic Assessment: Penilaian Berbasis Kelas Dan Kompetensi," *Bandung: Refika Aditama* (2011).

⁸ Sugiri and Priatmoko, "Perspektif Asesmen Autentik Sebagai Alat Evaluasi Dalam Merdeka Belajar"; Khairuddin Alfath, "Teknik Pengolahan Hasil Asesmen: Teknik Pengolahan Dengan Menggunakan Pendekatan Acuan Norma (PAN) Dan Pendekatan Acuan Patokan (PAP)," *AL-MANAR: Jurnal Komunikasi dan Pendidikan Islam* 8, no. 1 (2019): 1–28; Yuni Pantiwati and N Nyono, "Asesmen Autentik Dalam Kegiatan Praktik Pembelajaran Sains," in *Prosiding Seminar Nasional Pendidikan Biologi*, 2020.

⁹ Alfath, "Teknik Pengolahan Hasil Asesmen: Teknik Pengolahan Dengan Menggunakan Pendekatan Acuan Norma (PAN) Dan Pendekatan Acuan Patokan (PAP)"; Dedi Rosyidi, "Teknik Dan Instrumen Asesmen Ranah Kognitif," *Tasyri: Jurnal Tarbiyah-Syariah-Islamiah* 27, no. 1 (2020): 1–13.

Assessment Instruments and Techniques

The teacher's obligation to understand assessment techniques is reflected in the Educational Assessment Standards. Of the nine learning outcomes assessment activities by educators, three of them mentioned assessment techniques, namely: (1) developing indicators of achievement of learning objectives and selecting appropriate assessment techniques when compiling syllabus subjects, (2) developing assessment instruments and guidelines according to the form and selected assessment techniques, and (3) carry out tests, observations, "assignments", and/or "other forms" as needed.¹⁰

In *Rancangan Pengembangan Instrumen Penilaian Pembelajaran* regarding assessment instruments¹¹, the following matters are stated:

1. Rubrics, namely guidelines made to assess and evaluate the quality of student performance achievements so that educators can provide the assistance needed to improve performance. Educators can also use rubrics to focus on competencies that must be mastered. Performance achievements are outlined in the form of criteria or dimensions to be assessed which are made in stages from less to best.
2. Checklist, namely a list of information, data, characteristics, characteristics, or intended elements.
3. Anecdotal Notes, namely brief notes on the results of observations focused on outstanding performance and behavior, accompanied by a background to the incident and the results of an analysis of the observations made.
4. Developmental Graphs (Continuum), namely graphs or infographics describing learning development stages.

Meanwhile, assessment instruments can be developed based on the assessment techniques used by educators.¹² Below are described examples of assessment techniques that can be adapted, namely:

1. Observation, namely the assessment of students which is carried out continuously through periodic behavior observation. Observations can be focused on all students or individually. Observations can be made in routine/daily tasks or activities.
2. Performance, namely an assessment that requires students to demonstrate and apply their knowledge in various contexts according to the desired criteria. Performance assessment can be in the form of practice, producing products, doing projects, or creating portfolios.

¹⁰ Izza, Falah, and Susilawati, "Studi Literatur: Problematika Evaluasi Pembelajaran Dalam Mencapai Tujuan Pendidikan Di Era Merdeka Belajar"; Saftari and Fajriah, "Penilaian Ranah Afektif Dalam Bentuk Penilaian Skala Sikap Untuk Menilai Hasil Belajar."

¹¹ Bariah, "Rancangan Pengembangan Instrumen Penilaian Pembelajaran Berbasis Daring."

¹² Muslich, "Authentic Assessment: Penilaian Berbasis Kelas Dan Kompetensi."

3. Project, namely assessing a task including design, implementation and reporting activities, which must be completed within a certain period/time.
4. Written Test, namely a test with questions and answers presented in writing to measure or obtain information about students' abilities. Written tests can be in essays, multiple choice, descriptions, or other forms of written tests.
5. Oral Test, namely giving questions/questions that require students to answer verbally, and can be given classically when learning.
6. Assignment, namely giving assignments to students to measure knowledge and facilitate students to acquire or increase knowledge.
7. Portfolio, namely a collection of documents resulting from assessments, awards, and students' work in certain fields that reflect developments (reflective-integrative) within a certain period of time.

Because of the importance of the use of assessment for students, teachers, and schools, it is appropriate that in carrying out the assessment, good assessment tools or tests should be used. A good test has characteristics including: (1) has good validity, namely that the test tool can measure student learning success correctly, or authentically after they have taken the learning process in certain time; (2) is reliable or has reliability, meaning that if the test kit is used repeatedly on the same subject, it always shows the same results or is stable or stable at any time, or anywhere, and by whomever the test is carried out, examined or assessed; (3) discriminatory (distinguishing power) the discriminating power of the items can provide an illustration of the ability of the items to distinguish between those with high abilities and those with low abilities; (4) Objective, a test must be objective, meaning that in the process of implementation and assessment there are no subjective factors that influence.¹³ This means that the opinion of the test examiner has no effect on the scoring, in other words, if someone checks it, the test will give the same score.

Educational Supervision

Educational or academic supervision focuses on the supervisor's observation of academic activities, in the form of learning both inside and outside the classroom. The term supervision which comes from English consists of two root words, namely super which means "above", and vision, which means "to see", so overall supervision is defined as "seeing from above".¹⁴

¹³ Subagia and Wiratma, "Profil Penilaian Hasil Belajar Siswa Berdasarkan Kurikulum 2013"; Saftari and Fajriah, "Penilaian Ranah Afektif Dalam Bentuk Penilaian Skala Sikap Untuk Menilai Hasil Belajar"; Sugiri and Priatmoko, "Perspektif Asesmen Autentik Sebagai Alat Evaluasi Dalam Merdeka Belajar."

¹⁴ Unifah Rosyidi and KUPB PGRI, "Merdeka Belajar: Aplikasinya Dalam Manajemen Pendidikan & Pembelajaran Di Sekolah," in *Modul Seminar Nasional "Merdeka Belajar: Dalam Mencapai*

With that understanding, supervision is defined as activities carried out by school supervisors and principals as officials who are above or higher than the teacher to see and supervise the teacher's work. Arikunto (2021) argues that supervision is an increase in the meaning of inspection which has the connotation of finding fault. It is clear that such an impression is very inaccurate and no longer suitable for the reformation era as it is today. Supervision is the activity of observing, identifying which things are correct, which are not correct, with the intention of being correct to provide guidance.¹⁵

Based on this understanding, there are at least three supervisory functions, namely (1) as an activity to improve the quality of learning, (2) as a trigger or driver for changes in elements related to learning, and (3) as an activity to lead and guide.

Pre cycle

Based on observational data in the pre-cycle in assessing the assessment tool made by the teacher, the results can be explained as follows:

1. The assessment of the components compiling test specifications (K.1), indicators of research success reached an average of 46.67%. The teacher's ability to develop assessment tools based on indicators of success achieved by the teacher shows that the teacher's ability to develop assessment tools is still lacking.
2. Assessment of the components composing the grid, indicators of research success reached an average of 55.83%. This percentage is in the "enough" category, however, the formulation of the test questions is still not in accordance with the learning objectives, there are still several subject teachers who do not include the subject matter and sub-topics, then in determining the indicators with the questions are still not appropriate, and have not determined the number questions for each subject (unbalanced number of tests for each aspect of learning outcomes).
3. The component assessment determines the form of the test (test questions in the form of objective and non-objective essay questions, and multiple choice test questions (objective test)), the average percentage being 61.67%. The percentage of success indicates that the success indicator for K.3 can be categorized as "sufficient".
4. The component assessment determines the length of the test, the percentage of success indicators for the component of the assessment tool made by the teacher averages 60.28%, which can be categorized as "enough".

Indonesia Maju, vol. 2045, 2020; Toto Ruhimat, "Kurikulum Dan Pembelajaran/Tim Pengembangan MKDP Kurikulum Dan Pembelajaran," *PT Raja Grafindo Persada. Jakarta* (2013).

¹⁵ Arikunto, *Penelitian Tindakan Kelas: Edisi Revisi*.

5. Assessing the components of writing multiple choice test questions, the percentage of teacher success achieved an average of 55.33%, can be categorized as "less".
6. The assessment component of writing test questions in the form of objective and non-objective essay questions, the average percentage is 49.33%, or still in the "less" category.

Cycle I

In the first cycle, the subject teacher's ability to develop learning assessment tools has increased compared to the pre-cycle, with an average success rate of 74.36%. The expected average value of each cycle must be more than 80.00% for all components of the assessment. Based on the success indicator values, it can be assumed that the teacher's ability (research subject) in developing learning assessment tools falls into the "adequate" category. And the target achievement indicator of success in this study has not been achieved.

Cycle II

In Cycle II, the subject teacher's ability to develop learning assessment tools in the second cycle had increased compared to the results achieved in the first cycle. The average success achievement of the teacher's ability to develop assessment tools has reached 85.03%. The expected average value of each cycle must be more than 80.00% for all components of the assessment. Means that the indicators of success in this study have been achieved. The teacher's ability (research subject) in preparing learning assessment tools can be said to be "good". And achievement indicators of success in this study have been achieved, because overall the average value of the assessment tool made by the teacher has reached an average of more than 80.00%.

Discussion

The teacher's ability to develop assessment tools has increased in the first cycle. This can be seen from the percentage of the average value of the learning assessment tool in the pre-cycle, which only reached 56.16% and in the first cycle, 74.36%. It means that there is an increase of 18.20%. However, the target achievement of indicators of has not been achieved.

From the analysis conducted by the researcher based on the data obtained from the observations in the first cycle, the findings of the research results regarding the ability of Tanggul 2 Public High School teachers to prepare the assessment tool are as follows:

- 1) The assessment of the components for compiling test specifications, the average percentage of which is 64.67% means that they have not reached the expected target, and none of the teachers has yet achieved an indicator of success in this component. In compiling the

assessment tool for the components of the test specifications which consist of five aspects, the test questions prepared by the teacher already have compatibility between SK and KD for the substance of the test questions, although there are still some that are not appropriate, besides that the assessment tool made covers almost all the expected indicators. There has been an increase in formulating test questions in accordance with the completeness of the material coverage. In the formulation of the test questions covering cognitive, affective and psychomotor aspects, teachers experience difficulties in determining which questions are included in the affective and psychomotor aspects. In determining the specifications of easy, medium, and difficult questions in the first cycle there has been an increase compared to before, but still needs to be improved in dividing the percentage of the number of questions for each of these specifications, namely ideally easy questions 30.00%, medium questions 50.00%, and difficult questions 20.00 %.

2) Assessment of the components of the grid, only one person achieves the indicator of success for this component. The average percentage achieved by all new teachers reached 74.17%. This is because the research subjects in formulating test questions still have a number of questions that are not in accordance with the learning objectives, besides that in making a list of subject matter there are still some that are incomplete.

3) The component determining the form of the test as a whole has achieved a success indicator of 81.67%. Of the six research subjects, four teachers achieved indicators of success in this component.

4) In the component determining the length of the test, the percentage obtained has reached 80.67%, meaning that it has reached the expected target. Individually four teachers have achieved success indicators. However, individually the research subjects in making sentence lengths for each question were still different, and the time allotted with the number of test questions made was still not appropriate.

5) In the component of writing multiple choice test questions, the percentage obtained was only 71.67%, the expected target had not been achieved. Individually two teachers have achieved success indicators. This is because the test answers still show the correct answer, then the number answer choices have not been sorted. Besides, the answer choices are still not logical, and the location of the correct answers has not been arranged randomly.

6) In the component of writing test questions in the form of objective and non-objective description questions, the percentage obtained has not reached the expected target, the average value achieved is only 73.33%. Individually, none of the teachers have achieved success indicators. This is because there are still some questions that confuse students, there are still sentences that are not in accordance with the level of development of students, and there is still the use of language in questions that are not clear.

Based on the problems found in the first cycle, the researcher provided coaching/guidance to each subject teacher (research subject) to improve the preparation of the learning assessment tool by holding group meetings and guiding the teacher individually during the implementation based on the schedule made.

After receiving guidance from researchers, the results of the average assessment in the second cycle of all teachers who were used as research subjects achieved predetermined success indicators. And seen from the percentage of success of each component assessed in the preparation of the assessment tool in the second cycle, the success indicators of this study have also been achieved. In detail it can be described as follows:

The average percentage in the second cycle seen from the value of the success of this study has reached an average of 85.03%. This means that the minimum target has exceeded 80.00%. The average achievement for each component, which initially only two components were achieved, in the second cycle the average value of all components (100.00%) was achieved. Similarly, the score achieved by the teacher, initially in the first cycle, only one teacher achieved the indicator success, in the second cycle all teachers (100.00%) achieved research success indicators in increasing teachers' ability to develop assessment tools. Thus this school action research has been successful and can be used as a reference for other researchers to improve skills in preparing learning assessment tools. The improvement in the ability of subject teachers at SMAN 2 Tanggul who were used as research subjects based on the percentage of the average score can be seen in Table 1.

Table 1
Recapitulation of the Average Scores for the Preparation of Assessment Tools
in the Pre-Cycle, Cycle One and Cycle Two

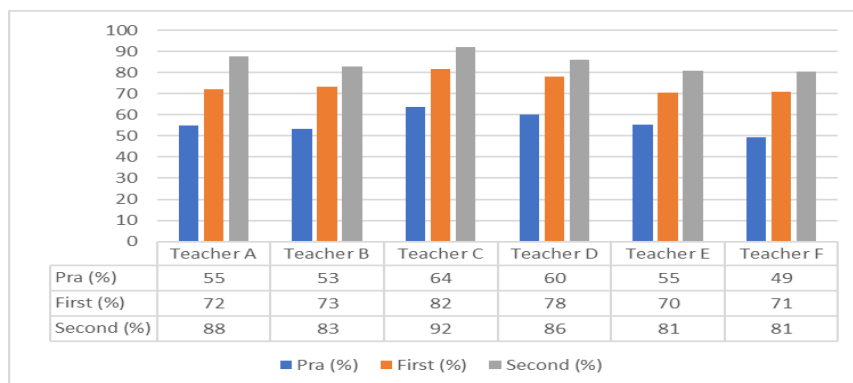
No	Subject of Research	Cycle		
		Pre (%)	First (%)	Seconds (%)
1	Teacher A	54.94	71.94	87.83
2	Teacher B	53.17	73.17	82.78
3	Teacher C	63.89	81.78	92.17
4	Teacher D	60.28	77.94	86
5	Teacher E	55.33	70.44	80.83
6	Teacher F	49.33	70.89	80.56
Average		54.33	56.16	85.03

The second cycle of this study was considered successful because the teacher's ability to develop assessment tools (test questions) based on the scores obtained had reached the predetermined research success indicators. Overall, the average component of the preparation of

learning assessment tools in the second cycle has gained 85.03%. The acquisition value has exceeded the targeted value of 80.00%.

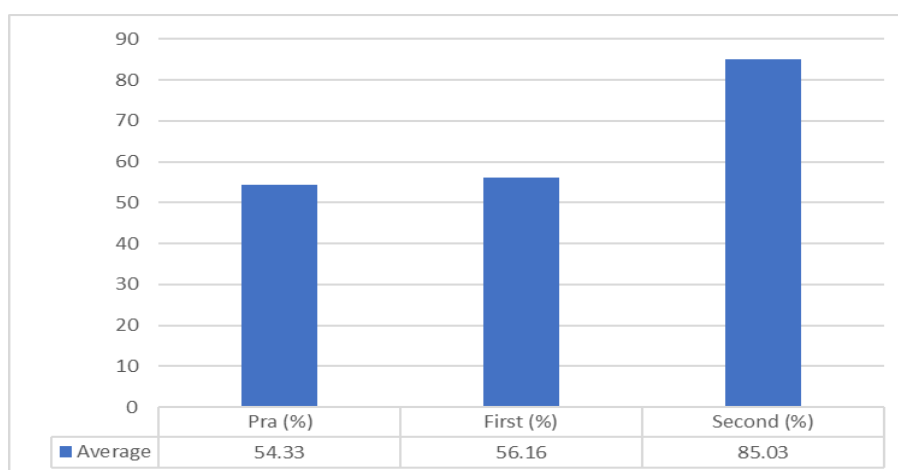
The improvement in the ability of each teacher who was used as the subject of this study in the preparation of learning assessment tools is seen in Figure 2.

Figure 2
Improvement of Teachers' Capabilities in Preparing Assessment
in the Pre-Cycle, Cycle One, and Cycle Two



The increase in the average value of the ability of subject teachers at SMAN 2 Tanggul who were used as research subjects in the pre-cycle, first cycle, and second cycle can be described in Figure 3.

Figure 3
Increasing the Average Value of Compilation of Assessment
in the Pre-Cycle, First Cycle , and Second Cycle



CONCLUSION

The results of research in an effort to improve the ability of subject teachers to prepare learning assessment tools can be summarized as follows.

The initial conditions for the ability of subject teachers at SMAN 2 Tanggul who were used as research subjects in preparing student learning assessment tools prior to academic supervision by the school principal were still very low. The average value only reached 56.16%.

The process of implementing supervision by the school principal in improving the ability of subject teachers at SMAN 2 Tanggul in preparing student learning assessment tools was carried out over two cycles. In the process of taking the steps or procedures of school action research which begins with the steps of planning, implementing, observing, and reflecting. Supervision carried out by supervisors can increase teacher motivation and ability to prepare student learning assessment tools that are in accordance with school characteristics.

The results of improving the ability of subject teachers in preparing student learning assessment tools at SMAN 2 Tanggul after academic supervision by the school principal have increased quite well. This can be seen from the results of observations starting from the pre-cycle to the second cycle. In the pre-cycle the average value of the assessment of student learning was 56.16%, then in the first cycle the average value of the assessment of student learning rose to 74.36% and in the second cycle it rose to 85.03%.

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