

Strategies for Determining Quantity and Quality Scales in order to Improve Learning Evaluation

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ABSTRACT

Learning evaluation cannot be separated from the educational process which plays an important role in determining the effectiveness of the teaching and learning process and the achievement of educational goals. Effective evaluation measures not only the quantity of student achievement, but also the quality of their understanding. This article examines the strategy of determining the scale of quantity and quality in order to improve learning evaluation at SMA Muhammadiyah 2 Surakarta. The main focus is on the integration of quantitative and qualitative research to provide a comprehensive picture of student progress. This research uses a qualitative approach with descriptive methods of analysis and field. Data were collected through observation, in-depth interviews with teachers, students, and principals, and analysis of related documentation. The results of this study show that this strategy successfully increases the motivation and participation of Shiva, as well as developing critical thinking skills and application of knowledge. The implementation of this strategy has a positive impact on improving the quality of learning. The findings of this study also provide satisfaction from students and parents with an evaluation system that is considered more fair and accurate. Through this approach, SMA Muhammadiyah 2 Surakarta successfully provides quality education, prepares students with the practical skills necessary to succeed in the world of work, and adapts learning methods relevant to global demands.

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INTRODUCTION

Learning evaluation is a vital component in the educational process that plays an important role in determining the effectiveness of the teaching and learning process and the achievement of educational goals (A.J., 2004). Education is the main foundation in the formation of quality individuals and society. To ensure student success and its relevance to the demands of the world of work, evaluation of learning becomes an important key in the educational process (suwandi & Sidik, 2016).

Learning evaluation at SMA Muhammadiyah 2 Surakarta is the main focus in an effort to improve the quality of education. SMA Muhammadiyah 2 Surakarta guarantees the quality of education provided to students through an implemented approach, namely with a strategy of determining the scale of quantity and quality.

The importance of learning evaluation lies not only in measuring the quantity of student achievement, but also in its quality. In this context, determining the scale of quantity and quality of grades becomes crucial (S. J & A, 2020). The right strategy in determining the grade scale can provide an accurate picture of student learning progress, while motivating students to achieve better achievements (P & D, 1998).

Vocational secondary education plays an important role in preparing young people with the practical skills necessary for success in the workforce (H. J & S, 2019). In the midst of increasingly fierce global competition, SMA Muhammadiyah 2 Surakarta holds a firm commitment to providing quality education to its students.

Determining the quantity scale involves measuring the number and frequency of learning activities and the results achieved by students, while determining the quality scale focuses on evaluating qualitative aspects such as understanding concepts, critical thinking skills, and knowledge application abilities (L.W. & D.R., 2001; Ratri & Pratisti, 2019). Both must be integrated and harmonized harmoniously to provide a comprehensive picture of student performance and the effectiveness of the learning methods applied (K & M, 2019).

SMA Muhammadiyah 2 Surakarta, applies a strategy of determining the scale of quantity and quality, namely with various methods, including performance-based assessment, project assessment, and the use of structured evaluation rubrics. Thus, evaluation not only measures cognitive aspects, but also affective and psychomotor aspects of students.

Previous research shows that no research has been found related to the strategy of determining the scale of quantity and quality of value in order to improve learning evaluation at SMA Muhammadiyah 2 Surakarta. This article will discuss several strategies that can be applied to determine the scale of quantity and quality of value effectively, with the aim of exploring strategies for determining the scale of quantity and quality of value in order to improve the evaluation of learning at SMA Muhammadiyah 2 Surakarta. Through literature search and practical field experience,

this article will provide a comprehensive view of approaches that can be applied in an educational context.

LITERATURE REVIEW

In an effort to achieve quality education, determining the scale of quantity and quality of grades at SMA Muhammadiyah 2 Surakarta is fundamental. The essential value scale not only provides a clear picture of student achievement, but also becomes a tool to measure the effectiveness of the learning process. Therefore, the right value scale strategy is the key to improving learning at SMA Muhammadiyah 2 (Khairunnisa et al., 2022).

Dina Ayudia in research stated that the TOPSIS (Technique for Order Preference by Similarity to Ideal Solution) method can help make it easier for school principals to decide on the best scholarship recipients to be given to students and provide fast, precise, and consistent information (Ayudia et al., 2021).

The results of research by Noprita Elisabeth that RapidMiner can map factors or determine the components of students' final grades well and quickly, making it easier for lecturers (S et al., 2024). The GRA method is able to help make decisions related to performance assessment and providing incentives to employees, this is researched by Aliy Hafiz (Hafiz et al., 2024).

SMAN 5 Semarang built a web-based questionnaire information system that can be used to manage questionnaire data, by filling out questionnaires and obtaining questionnaire filling results, this is to measure the scale of learning needs in the school, this is as researched by Maryuliana (Maryuliana et al., 2016). According to Burhan Nurgiyantoro, the determination of the value of character education is carried out through three stages, namely by prioritizing, maintaining genres, and presenting teaching materials (Almay Arsanto et al., 2022).

METHOD

Firstly, this study uses a qualitative approach, with descriptive types of analysis and field (field research) to explore and analyze strategies for determining quality and quality (John, 2013). This research was conducted directly to SMA Muhammadiyah 2 Surakarta since May 7, 2024. This method was chosen to gain a deep understanding of the implementation of the strategy and its impact on the learning process.

Secondly, the collection technique is by observing activities, documentation and interviews. Observation is carried out to directly observe the learning process and evaluation that takes place in class. Researchers recorded various activities, interactions, and the application of evaluation strategies used by teachers. In-depth interviews were conducted with teachers, students, and principals to explore their understanding of experiences and perceptions of quantity and quality scaling strategies. These interviews are semi-structured to allow flexibility in the exploration of relevant issues. And documentation includes the analysis of documents such as

lesson implementation plans (RPP), assessment rubrics, student evaluation results, as well as reports, and notes related to learning evaluation in schools.

Thirdly, data analysis techniques in this study were carried out using descriptive analysis, namely to determine the strategy of determining the scale of quantity and quality in order to improve learning evaluation at SMA Muhammadiyah 2 Surakarta, as well as through data organization, data reduction, data presentation, and narration of conclusions and verification through the validity and reliability of triangulation carried out using data collection techniques and collecting various data sources to ensure the accuracy and consistency of findings.

FINDINGS

The strategy of determining the scale of quantity and quality in the evaluation of learning at SMA Muhammadiyah 2 Surakarta has a significant positive impact on improving the quality of education. This education not only helps in measuring students' academic achievement more comprehensively, but also supports building students' learning skills and motivation (Ishartono et al., 2023).

The results obtained from the learning evaluation strategy, teachers are able to see student competence towards increasing student understanding and skills, with the implementation carried out able to show a significant improvement in students' understanding of concepts and critical thinking skills. Students become better able to apply their knowledge in practical situations and show improvement in their analytical skills.

The integration of formative and summative assessments proves its effectiveness in providing a comprehensive picture of student progress. Formative assessments are conducted such as daily quizzes, class discussions, project assignments, providing ongoing feedback that helps students correct mistakes and improve their performance. Summative assessments, such as end-of-term exams and final assignments, help measure students' final achievement.

Providing constructive and specific feedback has increased student motivation and confidence, making students more valued and motivated to study harder when they receive clear feedback on strengths and areas for improvement.

The use of clear and structured assessment rubrics helps in providing a more objective and transparent assessment. Students can better understand what is expected of them and how they can achieve better results. Teachers show increased involvement in the evaluation process, this increased teacher involvement is able to provide students to be more active in designing creative and relevant assessment methods and providing feedback that supports student development.

The results obtained from this study also showed increased satisfaction from students and parents with the new evaluation system. They feel that the evaluations conducted are fairer and reflect students' abilities more accurately.

DISCUSSION

The strategy of determining the scale of quantity and quality in improving learning evaluation at SMA Muhammadiyah 2 Surakarta is carried out through an integrated approach, which combines measuring the amount of material taught with an in-depth evaluation of student understanding and application of concepts in a practical context. This allows the school to gain a thorough understanding of student progress as well as allows the identification of areas for improvement.

The scale of quantity values in learning evaluation can be formed based on several factors, such as the amount of material taught, the level of student participation in learning activities, the number of tasks or projects completed, or the number of lesson hours provided for each topic. It can be measured in numbers, percentages, or even in categories such as "low", "medium", and "high" according to specific evaluation goals and needs. For example, if the evaluation focuses on the scope of the material, the quantity scale may include the number of units or topics already taught.

Determination of values in quantity and quality scales can be carried out through various methods. First, quantity scale. If using the quantity scale, grades can be given based on the amount of material that students have taught or completed learning. For example, if there are 10 topics taught and a student has understood 8 of the 10 topics, then the quantity value can be expressed as 80%. The implementation of the quantity assessment scale at SMA Muhammadiyah 2 Surakarta includes measuring the number and frequency of learning activities and student achievement in forming numerical values. Methods used include written exams, daily quizzes, and routine assignments. These assessments help in objectively measuring cognitive aspects of students, such as concept understanding, memorization, and analytical ability.

Second, quality scale. For quality scales, assessment can be made based on how well students understand the material, their ability to apply concepts in real situations, or other criteria that have been set. For example, if you're using a grading rubric, grades can be assigned based on criteria defined in that rubric. The application of qualitative assessment scales focuses more on descriptive evaluation of students' ability to be critical, creativity, and application of knowledge. Methods used include project appraisal, presentations, group discussions, and portfolio assessment. A structured assessment rubric is applied to ensure objectivity and consistency in qualitative assessment.

Third, combined quantity and quality scales. In some cases, the final value can be calculated by combining the quantity and quality scales. For example, the quantity scale can account for 60% of the final value and the quality scale 40%. After getting the values on each scale, both values can be calculated to get the final grade.

CONCLUSION

The strategy of determining the scale of quantity and quality in the evaluation of learning at SMA Muhammadiyah 2 Surakarta has brought significant positive changes

in the educational process. Despite facing several challenges, effective implementation of these strategies is able to improve the quality of learning and student learning outcomes. It is hoped that in the future, continuous efforts are needed in training teachers, improving assessment methods, and ensuring full support from all stakeholders to maximize the benefits of this strategy.

In determining the value of learning evaluation, there are two important aspects that need to be considered, namely the quantity scale and the quality scale. The quantity scale measures the amount of material that has been taught or mastered by students, while the quality scale assesses the extent of understanding and application of concepts that students have. The determination of values can be done by combining the two scales, or by assigning a certain weight to each scale depending on the priority and purpose of the evaluation. It is important to use assessment methods that are fair and relevant to learning objectives and to provide constructive feedback to students to assist them in improving their learning achievement.

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