

Enhancing Learning Quality through Management Support in Crafting Self-Assessment Questions at School

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ABSTRACT

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Managerial Approach,
Quality of Questions,
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and Direction

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The research aims to evaluate the effectiveness of the management assistance approach in improving the quality of Independent Assessment questions at Madrasah Ibtidaiyah. The research methods will include a qualitative approach, participant observation techniques, in-depth interviews, and documentation. The data obtained will be analyzed thematically to identify patterns and themes in the process of preparing questions, as well as formulating relevant recommendations. The research results show that the management assistance approach in preparing Independent Assessment questions in Madrasah Ibtidaiyah in Besuk sub-district, Probolinggo district, has positively impacted the quality of the questions. Through this approach, teachers receive targeted guidance and direction to formulate questions more relevant to the curriculum and meet learning evaluation standards. In conclusion, the management assistance approach can effectively improve learning evaluation in Madrasah Ibtidaiyah in Besuk District. This research implies that applying a management assistance approach in preparing Independent Assessment questions can significantly improve the quality of learning evaluation at MI in Besuk District and similar educational institutions.

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INTRODUCTION

Education is crucial in advancing society towards maturity and growing cultural diversity (Hasanah & Hefniy, 2023; Nyikach et al., 2024; Arifin & Sanjani, 2024). In the educational structure, the preparation of exam questions is no less important aspect because it is the primary tool in assessing student understanding and evaluating the effectiveness of the learning process (Gupta & Pathania, 2021; González-Calatayud et al., 2021; Diana, 2023). Thus, the quality

of exam questions significantly impacts the evaluation of learning outcomes and student progress in achieving educational goals (Rafiola et al., 2020; Wei et al., 2021; Maulidah et al., 2023). Therefore, careful attention to the preparation of exam questions is essential in improving the standard of educational evaluation and the overall quality of learning (Gamage et al., 2020; Wijaya & Khoir, 2022; Zaini et al., 2022).

Question preparation is one of the crucial aspects of the learning evaluation process at various levels of education (González-Pérez et al., 2022). Good exam questions must measure students' understanding of the learning material and encourage them to apply the concepts learned (Supena et al., 2021). However, the preparation of exam questions is often faced with various challenges, such as difficulties in designing questions in accordance with competency standards, limited resources, and lack of expertise in the specific field being tested (Miller, 2021; Maulidah et al., 2023).

Management assistance has been recognized as a practical approach to helping to improve the quality of exam question preparation (Miller, 2021). This assistance involves collaboration between teachers or teachers with experts in related fields, such as curriculum experts, educational psychology, or particular fields tested in the problem (Javaid et al., 2023). With the proper guidance and direction, management assistance can help teachers identify weaknesses in the preparation of questions, improve the accuracy and validity of the questions, and improve the overall learning evaluation process.

Madrasah Ibtidaiyah strategically prepares the younger generation with relevant skills to face the challenges in today's digital era (Hashanah, 2021). Amid the dynamic development of information technology, MI is responsible for teaching students about the importance of efficient and effective information management (Rahmatullah et al., 2022).

However, preparing exam questions in Madrasah Ibtidaiyah often faces several obstacles, such as difficulties compiling questions that are by the expected competency standards and other technical and methodological obstacles. Therefore, a systematic and directed approach is needed to optimize the process of preparing MI exam questions.

Management assistance is one approach that is considered effective in improving the quality of exam question preparation. By involving experts in Information Management as mentors, Madrasah Ibtidaiyah teachers can get the guidance and direction needed to compile relevant and quality exam questions.

Previous studies have shown that management assistance can positively impact improving the quality of exam question preparation. However, there is still a need to explore more about the various management assistance strategies that can be applied in the context of problem preparation, as well as the factors that affect the effectiveness of such assistance.

Research conducted by Huang et al. (2022) investigated the influence of management mentoring approaches in preparing mathematics exam questions

at the secondary school level. Their findings show that guidance and direction from mathematicians contribute significantly to improving the quality of exam questions and increasing students' understanding of the material.

In another study by Burgere et al (2021) they explored the effectiveness of management mentoring approaches in preparing English exam questions at the elementary school level. The results showed that collaboration between teachers and English experts can increase the diversity of question types and produce questions that are more relevant to student needs. Also, In a related study, evaluated the use of management assistance in the context of preparing history exam questions at the secondary school level (Anis et al., 2020). Their findings suggest that guidance from historians assists teachers in designing more contextual problems and provides valuable guidance in adapting questions to the curriculum.

The contribution of this research is not only limited to providing a deeper understanding of the effectiveness of management mentoring approaches in improving the quality of exam preparation at various levels of education, but also includes insights for education practitioners, especially teachers and teaching staff, about the importance of collaboration with experts in related fields. By understanding the important role and benefits of management mentoring, education practitioners can adopt more effective strategies in the process of preparing exam questions, improving learning evaluation, improving teaching policies, and improving overall student academic outcomes. In addition, the research has the potential to become the basis for the development of better educational policies and programs, enabling educational institutions and governments to create supportive environments for the development of relevant curricula and more accurate evaluation of learning.

Thus, through the presentation above, this study aims to investigate the effectiveness of the management assistance approach in improving the quality of the preparation of Information Management subject exam questions at Madrasah Ibtidaiyah, identify the role of collaboration between teachers and experts in related fields in the process of preparing exam questions, analyze the impact of management assistance on the evaluation of student learning and academic outcomes, and provide recommendations practical for education practitioners and policy makers in improving the learning evaluation process and the overall quality of education.

RESEARCH METHODS

This study chose a qualitative approach because it recognizes the need for a deep understanding of the complexity of the process of preparing Independent Assessment questions in Madrasah Ibtidaiyah (MI) in Besuk District (Radez et al., 2021). This approach not only provides space for researchers to explore the technical aspects of problem preparation, but also pays attention to the dynamics of interaction between teachers and organizational processes in madrasah. With

a qualitative approach, researchers can perceive the nuances and contexts surrounding the practice of preparing assessment madrasah (AM) questions, making this research a means to understand holistically and deeply the essence of problem preparation in the context of Islamic education. Participatory observation is the main window that opens the scene of daily life in madrasah, allowing researchers to witness firsthand how the process of preparing AM questions is carried out and interact with existing social dynamics.

In order to collect in-depth data, this study will use two main techniques: participatory observation and in-depth interviews (Kurniawan et al., 2023). Through participatory observation, researchers will be directly involved in daily activities in Madrasah Ibtidaiyah in Besuk District, paying attention to the practice of preparing AM questions and the dynamics of interaction within Madrasah Ibtidaiyah. Meanwhile, in-depth interviews will be conducted with various related parties, such as teachers, AM coordinators, and MI heads, to gain a deep perspective on the challenges in preparing AM questions and the need for management assistance that may be needed. By combining these two techniques, this research can produce rich and in-depth data to understand the complexity of the AM question preparation process of Madrasah Ibtidaiyah in Besuk District.

The data analysis technique used in this study is qualitative analysis. Qualitative data obtained from participatory observations and in-depth interviews will be analyzed thematically to identify patterns, themes, and meanings emerging from the data (Lester et al., 2020). The initial step of the analysis will involve the transcription of interviews and the preparation of observation notes. Furthermore, the data will be organized and categorized into relevant units of analysis, such as challenges in preparing AM questions and identified management assistance needs. The analysis will be conducted using an inductive approach, where the findings will emerge from the data without any prior assumptions. This analysis process will enable researchers to understand in depth the challenges in preparing AM questions in Madrasah Ibtidaiyah in Besuk District and formulate relevant recommendations to improve the quality of the process.

RESULTS AND DISCUSSION

Management Assistance Approach

The management assistance approach in the preparation of Independent Assessment (AM) questions in Madrasah Ibtidaiyah in Besuk District has proven to make a positive contribution in improving the quality of the questions, by providing a deeper understanding of the process of preparing the questions. Through this approach, teachers and teaching staff get more targeted guidance and direction from experts in related fields, so as to be able to produce AM questions that are more relevant, qualified, and in accordance with curriculum needs. With management assistance, education actors in Madrasah Ibtidaiyah in Besuk District can comprehensively understand various technical aspects in

preparing questions, including content selection, making instructions, and testing the validity of questions. This results in significant improvements in the quality of AM questions, which in turn positively impacts the evaluation of students' learning and academic achievement. Thus, the management assistance approach in preparing AM questions not only improves the quality of learning evaluation, but also provides a strong foundation for more effective and quality learning in Madrasah Ibtidaiyah in Besuk District.



Figure 1. Management Assistance Approach in the Preparation of Independent Assessment (AM) Questions

Through the management assistance approach, teachers in Madrasah Ibtidaiyah in Besuk District can get more targeted guidance in the process of preparing AM questions. This not only helps them understand the technical aspects involved in preparing the questions, but also raises awareness of the need for high quality questions. With expert support and direction, teachers can identify areas where they need to improve their skills in compiling questions that align with curriculum standards and student learning needs.

This approach also opens up space for closer collaboration between teachers and school administration staff in developing AM questions. By involving various related parties, such as AM coordinators and school principals, in the process of preparing questions, there can be better synergy in producing quality questions that are relevant to the educational context in Madrasah Ibtidaiyah in Besuk District. This also allows for an exchange of experience and knowledge between individuals that can enrich the process of preparing questions.

In addition, the management mentoring approach also helps in creating a work environment that supports and motivates teachers to continuously improve the quality of learning. By feeling supported and guided in the process of preparing questions, teachers become more motivated to be actively involved in efforts to improve the quality of learning in Madrasah Ibtidaiyah in Besuk District.

Patterns and Themes in the Process of Preparing Independent Assessment (AM) Questions

Qualitative analysis of data from this study revealed certain patterns and themes in the process of preparing Independent Assessment (AM) questions in Madrasah Ibtidaiyah in Besuk District. Emerging themes include challenges in compiling questions relevant to the curriculum, the need to ensure the validity and reliability of the questions, and the importance of preparing questions that are appropriate to the level of understanding and ability of students. In addition, the results of the analysis also highlight specific needs for management assistance in improving the quality of questions and the efficiency of the process.



Figure 2. Patterns and Themes in the Process of Preparing Independent Assessment (AM) Questions

Management assistance is key in overcoming challenges that arise in the process of preparing AM questions. Through this approach, teachers can get the guidance they need to overcome the obstacles they face in developing the problem. Experts in the field of education and curriculum can provide specific guidance and appropriate solutions to improve the quality of questions and ensure that the questions are prepared in accordance with the established standards.

In addition, management assistance also speeds up the process of preparing questions by providing clear and directed directions to teachers. By having direct access to guidance and support from experts, teachers can avoid common mistakes in problem preparation and ensure that the resulting questions meet the needs of learning evaluation.

Increased Collaboration Between Teachers and AM Question Coordinators (Self-Assessment)

Practical recommendations resulting from this study include several steps that can be taken to improve the quality of the AM question preparation process in Madrasah Ibtidaiyah in Besuk District. First, it is necessary to expand training for teachers in the preparation of AM questions. This training should cover

technical aspects in the preparation of questions, effective evaluation methods, and criteria for question validity. Thus, teachers will have better skills and knowledge to compile questions that suit the needs of the curriculum and student learning.



Figure 3. Increased Collaboration Between Teachers and Question Coordinators (AM)

Furthermore, increased collaboration between teachers and AM coordinators is needed in the process of preparing questions. This collaboration can increase the exchange of ideas and experiences, and ensure consistency in problem preparation throughout Madrasah Ibtidaiyah in Besuk District. With closer collaboration, it will be easier to identify and overcome challenges that arise in the preparation of questions, and ensure that the problems produced meet the standards set.

Finally, it is necessary to allocate better resources to support the learning evaluation process in Madrasah Ibtidaiyah in Besuk District. This includes the procurement of materials and equipment needed for the preparation of the questions, as well as the formation of a special team or unit responsible for the evaluation of learning. By ensuring the availability of adequate resources, the learning evaluation process can be carried out more efficiently and with quality.

By implementing these practical recommendations, it is expected that there will be a significant improvement in the quality of the AM question preparation process in Madrasah Ibtidaiyah in Besuk District. This will have a positive impact on the evaluation of students' learning and academic achievement, as well as improve the overall effectiveness of the educational programs in the madrasa.

The management assistance approach in the preparation of Independent Assessment (AM) questions in Madrasah Ibtidaiyah in Besuk District has proven to make a positive contribution in improving the quality of the questions, by providing a deeper understanding of the question preparation process. Through this approach, teachers and teaching staff get more targeted guidance and direction from experts in related fields, so as to be able to produce AM questions that are more relevant, qualified, and in accordance with curriculum needs. With

management assistance, education actors in Madrasah Ibtidaiyah in Besuk District can comprehensively understand various technical aspects in preparing questions, including content selection, making instructions, and testing the validity of questions. This results in significant improvements in the quality of AM questions, which in turn positively impacts the evaluation of students' learning and academic achievement. Thus, the management assistance approach in preparing AM questions not only improves the quality of learning evaluation, but also provides a strong foundation for more effective and quality learning in Madrasah Ibtidaiyah in Besuk District.

Through the management assistance approach, teachers in Madrasah Ibtidaiyah in Besuk District can get more targeted guidance in the process of preparing AM questions. This not only helps them understand the technical aspects involved in preparing the questions, but also raises awareness of the need for high quality questions. With expert support and direction, teachers can identify areas where they need to improve their skills in compiling questions that align with curriculum standards and student learning needs.

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Qualitative analysis of data from this study revealed certain patterns and themes in the process of preparing Independent Assessment (AM) questions in Madrasah Ibtidaiyah in Besuk District. Emerging themes include challenges in compiling questions relevant to the curriculum, the need to ensure the validity and reliability of the questions, and the importance of preparing questions that are appropriate to the level of understanding and ability of students. In addition, the results of the analysis also highlight specific needs for management assistance in improving the quality of questions and the efficiency of the process.

Management assistance is key in overcoming challenges that arise in the process of preparing AM questions. Through this approach, teachers can get the guidance they need to overcome the obstacles they face in developing the problem. Experts in the field of education and curriculum can provide specific guidance and appropriate solutions to improve the quality of questions and ensure that the questions are prepared in accordance with the established standards.

In addition, management assistance also speeds up the process of preparing questions by providing clear and directed directions to teachers. By having direct access to guidance and support from experts, teachers can avoid

common mistakes in problem preparation and ensure that the resulting questions meet the needs of learning evaluation.

Practical recommendations resulting from this study include several steps that can be taken to improve the quality of the AM question preparation process in Madrasah Ibtidaiyah in Besuk District. First, it is necessary to expand training for teachers in the preparation of AM questions. This training should cover technical aspects in the preparation of questions, effective evaluation methods, and criteria for question validity. Thus, teachers will have better skills and knowledge to compile questions that suit the needs of the curriculum and student learning.

Furthermore, increased collaboration between teachers and AM coordinators is needed in the process of preparing questions. This collaboration can increase the exchange of ideas and experiences, and ensure consistency in problem preparation throughout Madrasah Ibtidaiyah in Besuk District. With closer collaboration, it will be easier to identify and overcome challenges that arise in the preparation of questions, and ensure that the problems produced meet the standards set.

This research makes an important contribution in the context of preparing Independent Assessment (AM) questions in Madrasah Ibtidaiyah in Besuk District by highlighting the effectiveness of management assistance approaches in improving the quality of AM questions, identifying patterns and themes in the question preparation process, and providing practical recommendations for education practitioners. By proving the success of this approach in providing guidance and direction to teachers, this research not only provides theoretical understanding, but also provides empirical evidence that can be applied in everyday educational practice. In addition, findings on patterns and themes in the question preparation process provide insight into the challenges faced by teachers, while practical recommendations provide concrete guidance to improve the quality of question preparation and the efficiency of the process. Thus, this study has significant practical implications in improving the evaluation of learning in Madrasah Ibtidaiyah in Besuk District and may also be applicable in similar educational contexts.

CONCLUSION

Research shows that the management assistance approach in the preparation of Independent Assessment (AM) questions in Madrasah Ibtidaiyah in Besuk District contributes significantly in improving the quality of questions and the efficiency of the process. Through this approach, teachers get guidance and directed direction in compiling questions that are relevant to the curriculum and meet learning evaluation standards. Data analysis reveals patterns and themes in the problem-making process, while practical recommendations provide useful guidance for education practitioners to improve the quality of learning evaluation in the school. Thus, this research provides valuable insights

for the development of approaches and practices in preparing AM questions, as well as providing a strong basis for efforts to improve the quality of education in Madrasah Ibtidaiyah in Besuk District.

For further research, it is recommended to explore the long-term impact of implementing a management assistance approach in the preparation of AM questions in Madrasah Ibtidaiyah in Besuk District. Research can focus on evaluating student learning outcomes over a longer period of time after the application of this approach. In addition, it is important to consider other factors that can affect the effectiveness of the approach, such as school administrative support, availability of resources, and teacher participation in training. In addition, future research may also explore comparisons between management mentoring approaches and other problem-setting methods to better understand the advantages and weaknesses of each approach. Finally, research can extend to other educational contexts outside Madrasah Ibtidaiyah in Besuk District to broaden the generalization of findings and provide broader insight into the implementation of this approach in various educational contexts.

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