MANAGEMENT OF EDUCATIONAL ASSESSMENT

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Abstract:
This journal presents a qualitative descriptive case study investigating the management of educational assessment at MAS Darussalam. Specific objectives include examining the assessment policies, exploring the challenges faced by educators and administrators, and proposing recommendations for improvement. The research adopts a qualitative approach, emphasizing in-depth exploration and understanding of the educational assessment management at MAS Darussalam. Data is collected through methods semi-structured interviews, document analysis, and participant observations. This approach allows for a nuanced exploration of the experiences, perspectives, and practices related to educational assessment. Data analysis techniques are data reduction, data presentation and drawing conclusions. Meanwhile, the data validity test used triangulation technique. The research findings offer insights into the current state of educational assessment management at MAS Darussalam. This includes an overview of existing assessment policies, identification of challenges faced by educators and administrators, and recommendations for enhancing the effectiveness of educational assessment practices. The case study contributes to the broader discourse on educational assessment management, offering valuable lessons and considerations for similar educational institutions.
Keywords: *Educational Assessment, Management, Madrasah.*

INTRODUCTION

Education is a deliberate and planned effort to create a learning process and learning environment that allows students to actively develop their personal potential, including spiritual, religious strength, self-control, intelligence, personality, noble morality, and relevant skills to contribute to social life nation and state. (Sulfemi, 2018).

The lack of uniformity in the quality of education in Indonesia appears at all levels and types of education, both from a process and results perspective. This is manifested in the limited competitiveness of pupils and students in scientific competitions, limited job opportunities due to a lack of technical and moral abilities, as well as the main challenge faced by many educational institutions, namely the role of management. (Sallis, 2012).

Education is an important foundation in the formation of individuals and society. To achieve this goal, educational assessment management becomes a critical element in ensuring the effectiveness of the learning process. The assessment results become the main guideline for making decisions regarding achieving educational goals.

Assessment includes all activities consisting of methods and decision making related to student learning outcomes in a learning process. The learning process in question is learning that has been planned and carried out within a certain time period (Sudaryono, 2014). There are several activities in assessment, such as collecting,

analyzing and interpreting information that helps educators determine the characteristics of students (Suprananto, 2014).

Furthermore, educational assessment is a method used to identify students' abilities, so that teachers or educators can place students according to their level of ability (Sumintono and Widhiarso, 2015). Assessment of educational quality is an important aspect in educational management (Muchtarom, 2023).

As an agent of change for social change, education in today's atmosphere of modernization and globalization is required to be able to play its role in a dynamic, proactive manner. Education is expected to be able to bring about meaningful changes and contributions to improve human position, both on the level of human resources intellectually, morally, spiritually and on the practical level in the form of solutions to human problems. And schools that are managed with professional management will grow healthy and strong, so they can continue to improvise and develop credible programs. In turn, they become the community's leading programs. On the other hand, schools that are not managed professionally and are unable to meet the demands and expectations of stakeholders will gradually be abandoned by the community.

Educational assessment management plays a large role in determining educational success (Popham, 2001; Wyatt-Smith and Cumming, 2009). On the other hand, educational assessment without management assessment is no different from a captain without a compass. The importance of educational assessment management at MAS Darussalam is the main basis for this research. At the madrasa level, assessment is not only a tool for evaluating student abilities, but also as an instrument for improving the quality of teaching and learning.

Based on initial observations in the field, researchers encountered several problems related to educational assessment management which had not been fully implemented optimally. Examples of this problem include the lack of optimal use of assessment methods that utilize technology, such as online-based assessment or e-assessment, workload imbalance between educators and a lack of awareness of the importance of formative assessment to improve learning.

Online-based assessment or e-assessment should be achieved through training and provision for educators regarding educational technology, evaluating workload imbalances between educators and increasing awareness of the importance of formative assessment in improving the quality of learning.

Based on the explanation of the previous problem, researchers are interested in exploring the actions taken by Madrasas in improving educational assessment management in these madrasas. The purpose of this research is specifically to explore and analyze educational assessment management at Darussalam Private Madrasah Aliyah (MAS). The focus of this research is on assessment policies, challenges faced by educators and administrators, and recommendations for improvement. We hope that this research can make a real contribution to the understanding of educational assessment management at the madrasah level, and provide a basis for improving the quality of the learning process.

RESEARCH METHODS

This research uses a qualitative descriptive approach with a case study type of research which focuses on in-depth exploration of educational assessment management at MAS Darussalam. Cases are limited by time limits and certain activities, and researchers collect data comprehensively by applying various data collection methods according to a predetermined schedule (Creswell, 2013). Data collection methods involved semi-structured interviews, document analysis, and participant observation. This approach allows researchers to explore the nuances of experiences, perspectives, and practices related to educational assessment in these madrasas.

The object of this research is the management of educational assessment at MAS Darussalam, with an emphasis on assessment policies, challenges faced by educators and administrators, as well as recommendations for improvement.

The data sources used consist of two types, namely primary data and secondary data. Primary data is information obtained directly from sources in the field, through observations and in-depth interviews with school principals and several MAS

Darussalam teachers. The focus is to dig up information regarding Educational Assessment Management in the madrasah. On the other hand, secondary data was obtained from written documents originating from MAS Darussalam, such as books, photos, school profile documents, organizational structure, list of educators and education personnel, number of students, study groups, facilities and infrastructure, and learning schedules. teacher who teaches. In addition, information was also taken from relevant articles found on websites related to this research.

The technique for checking the validity of the data applied in this research is the triangulation technique, which involves several steps as follows: (1) Time triangulation is carried out with a week's delay after the interview, the aim is to look for consistency of data originating from two events that are parallel but occur at the same time. different. Evaluation of interview results is carried out by referring to the Assessment Management indicators. Each stage of research and documentation is carried out with detailed recording; (2) Transcription is carried out immediately after data collection to minimize the influence of researcher subjectivity on research data; (3) Periodic checks are carried out on sound recordings, research instruments, and interview transcripts to ensure the accuracy of the results; and (4) The researcher confirmed the recording results by asking the principal and teacher again during the interview, to ensure that the statements made by both of them were correct. Furthermore, the principal's statement was verified with the teacher, and the teacher's statement was confirmed with the principal, so that the data obtained from both parties was considered valid. The data analysis technique applied is interview data analysis which involves steps such as data reduction, data presentation, drawing conclusions and verification.

RESULTS AND DISCUSSION
MAS Darussalam profile
Origins and Background of the Establishment of the Madrasah, Madrasah Aliyah Pondok Pesantren Darussalam Kasomalang (known as MAS Darussalam), Subang Regency was founded in 1985 located on Jl. Irian No. 20 RT/RW 05/02, Kasomalang Wetan Village, District. Kasomalang, Subang Regency. This madrasah was founded in an effort to integrate Modern Salafi Islamic Boarding School Pattern Education and the Government Curriculum as well as in order to provide education for the surrounding community.

MAS Darussalam's vision is: "The creation of graduates who have noble character, knowledge, skill, and are able to actualize themselves in social life." The Mission as the basis for a statement describing the main activities is placed to achieve or realize/realize the vision above. So the mission of MAS Darussalam is: 1) Organizing education effectively so that students' potential can develop optimally, 2) Organizing learning to develop the ability to think actively, creatively and innovatively in solving problems, 3) Carrying out self-development so that students can develop according to their interests and interests. talents, 4) Developing a religious environment and behavior so that students can practice and live their religion in a real way, 5) Developing commendable behavior and real practice so that students can become role models for their friends and society.

The Education Program at MAS Darussalam applies the national curriculum as the basis for learning. This curriculum is developed in accordance with national education standards, ensuring that students acquire knowledge and skills that are in accordance with the curriculum applicable at the national level. The advantage of the curriculum offered lies in its special emphasis on learning, namely integrating Islamic values in every subject. This is in line with the madrasah's vision and mission to produce a generation with morals and competence.

Apart from the national curriculum, MAS Darussalam has also developed a special curriculum that focuses on Islamic education. This curriculum includes religious studies, learning two foreign languages (Arabic and English), memorizing the Koran, and learning Islamic values to shape students' character. This special curriculum aims to strengthen students' Islamic identity and create an educational environment that promotes religious values.

The implementation of various types of curriculum at MAS Darussalam reflects the

madrasa's commitment to providing balanced education, combining Islamic values, national standards, and the development of relevant skills to shape students into quality individuals.

MAS Darussalam offers a variety of extracurricular activities that involve students in developing a variety of skills. Some examples include religious study groups, arts and cultural activities, and sports clubs. Extracurricular activities are directed at developing students' talents and interests outside the academic realm. For example, arts and culture activities include theater, dance, and painting, while sports clubs such as football or volleyball give students the opportunity to participate in competitions.

Every program, both academic and extracurricular, is integrated with Islamic values. This aims to provide a holistic approach in building student character, creating a balanced learning environment between scientific and spiritual aspects.

Students are given the flexibility to choose extracurricular programs that suit their interests and potential. The choice of this program can be tailored to students' individual development, providing space for them to explore various aspects of life.

The educational program at MAS Darussalam is designed taking into account the comprehensive needs of students, not only in achieving academic excellence but also in developing character and extracurricular skills. This approach is expected to create a diverse learning environment and support the holistic development of each student.

MAS Darussalam provides comfortable and clean classes to support the learning process. Each class is equipped with supporting equipment, such as interactive whiteboards, and multimedia facilities to increase teaching effectiveness.

The library at MAS Darussalam is a rich learning resource center, providing various textbooks, references and Islamic literature. A quiet and comfortable reading room allows students to deepen knowledge outside the classroom.

To support learning, MAS Darussalam is equipped with adequate laboratories. Science laboratories give students practical experience in applying the theory learned in class. Language Laboratory to train basic language skills (listening, speaking, reading and writing) according to the language being studied, deepening the language with a wider scope with specific goals, and improving students' communication skills.

Sports facilities, such as sports fields, give students the opportunity to maintain physical health. Sports activities such as football, volleyball and gymnastics are carried out to improve fitness and the spirit of cooperation.

Apart from academic facilities, this madrasah also provides a special room for religious activities such as recitation, prayer and other spiritual activities. This room is designed to create an environment that supports students' spiritual development.

Adequate facilities and infrastructure at MAS Darussalam aim to provide a holistic learning experience and support student development in various aspects of life.

MAS Darussalam's main focus is to provide quality education, and for this reason, this madrasah ensures that its teaching staff have high qualifications. Most teachers have a higher educational background in their field of study and have teaching experience.

To improve the quality of teaching, academic staff are required to continuously participate in professional development programs. It includes the latest training in teaching methods, assessment, and technology integration in learning.

Apart from teaching staff, this madrasah also has administrative staff who are dedicated to supporting various school activities. From general administration to managing academic records, they play an important role in maintaining the smooth operation of the school.

By employing teachers who specialize in Islamic teaching, MAS Darussalam ensures that Islamic values and ethics can be applied in depth in every aspect of learning. This helps create a learning environment that is in line with the madrasah's vision and mission.

Academic and Non-Academic Achievements, In its work in the world of education, from its founding until now MAS Darussalam has succeeded in making many achievements, especially at the sub-district and district level, both academic and non-academic achievements.

Year after year, MAS Darussalam always experiences development and progress,

both in terms of quality and quantity. In terms of quality, it can be measured from the increasing accreditation status of the madrasah, most recently the madrasah's accredited A status with the highest accreditation score in West Java province, the academic and non-academic achievements of its students. In terms of quantity, it can be measured by the number of students which continues to increase every year.

MAS Darussalam has several superior programs which are its own characteristics as well as being an attraction for the community. Among the superior programs are as follows: 1) Dormitory Based (Darussalam Islamic Boarding School Kasomalang), 2) Arabic and English Language Familiarization Program, 3) Various extracurriculars, 4) Literacy Program, 5) Leadership and organizational training, 6) Organizing KMD training, 7) National Defense Program at KODIM 3 Siliwangi Lembang, and others.

Description of Findings

Based on the results of interviews with several participants, research data shows that there are a number of crucial elements related to educational assessment management at MAS Darussalam. To make it easier to understand research findings, researchers grouped the results into various themes and sub-themes that are closely related to the research focus. This aims to provide a more detailed picture and answer the research questions as outlined in Table 1 below.

Table 1
Research themes and sub-themes

No	Theme	Sub Theme
1.	Implementation of Educational Assessment management at MAS Darussalam	a. Grading Policy: - Analysis of Educational Assessment Policy at MAS Darussalam. - Evaluation of the Implementation of Assessment Policies to Improve Education Quality. b. Assessment Practices: - Exploration of Assessment Methods Used at the MAS Darussalam Institute. - Relationship between Assessment Practices and Achievement of Educational Goals.
2.	Evaluation of the effectiveness of assessment management	a. Challenges in Educational Assessment: - Identify the Challenges Faced by Educators in the Assessment Process. - Factors that Influence the Effectiveness of Educational Assessment at the MAS Darussalam Institute. b. Recommendations for Improvement: - Development of a Continuous Assessment Model. - Improvement Strategies in Educational Assessment Management to Improve Quality.

In order to understand how educational assessment is managed at MAS Darussalam, as well as identifying factors that support and hinder its implementation, the following are the results of this research which was conducted using interviews, observation and documentation methods directly with the school principal.

Implementation of Educational Assessment Management

Assessment of educational quality is an important aspect in educational management (Muchtarom, 2023). One of the main aspects of this implementation is the development of assessment policies that are in accordance with the vision and

mission of MAS Darussalam. This includes establishing clear assessment criteria, selecting assessment methods that are relevant to the curriculum, and creating valid and reliable assessment instruments. This approach is in accordance with the idea that educational assessment management must be integrated with the curriculum development plan and pedagogy adopted by the madrasah.

According to the Principal, the evaluation criteria used are based on academic and non-academic competencies. The school is committed to assessing not only aspects of knowledge, but also the character and religious abilities of students. He also emphasized that assessment policies are designed to support the achievement of educational goals which are oriented towards the formation of superior character and academic excellence.

A variety of assessment methods are applied, including written exams, oral presentations, and group projects. The aim is to reflect diverse learning approaches, in accordance with the educational philosophy at MAS Darussalam. The application of certain assessment methods aims to motivate students and create a dynamic learning atmosphere.

The Principal emphasized that students must be involved in the assessment process through open dialogue and a shared understanding of the assessment criteria. Information related to assessment is also routinely conveyed to students and parents. Assessment results must also be managed carefully, including providing constructive feedback to students. In addition, there are remedial mechanisms and additional support for students who need it. So educational supervisors, in this case teachers at madrasas, have a strategic role in helping students respond to assessment results and develop their potential.

In an interview with the Principal of MAS Darussalam, the results of the evaluation of the implementation of the assessment policy adopted to improve the quality of education at this institution were revealed.

He explained that the assessment policy was clearly detailed in the school guidance document. The document details the assessment criteria which include academic aspects and student character. Regular evaluation of assessment policies is important. By carrying out regular evaluations, schools can ensure that policies remain relevant to the latest educational developments.

Teachers have a central role in implementing assessment policies. They are directed to apply assessment criteria consistently and objectively in the daily learning process. Ongoing monitoring and support system to ensure teachers understand and implement assessment policies well.

The Principal explained that the institution has an adequate assessment data management system. Information from the assessment is processed efficiently to provide feedback and support strategic decision making. He emphasized that information regarding assessment results and assessment policies is conveyed openly to all stakeholders, including students and parents.

The Principal stated that the evaluation findings were used as a basis for making improvements and developing assessment policies. The school is committed to continuing to improve the policy in accordance with needs and contextual changes.

Assessment Practices

Assessment of educational quality is an important aspect in educational management (Muchtarom, 2023). One of the main aspects of this implementation is the development of assessment policies that are in accordance with the vision and mission of MAS Darussalam. This includes establishing clear assessment criteria, selecting assessment methods that are relevant to the curriculum, and creating valid and reliable assessment instruments. This approach is in accordance with the idea that educational assessment management must be integrated with the curriculum development plan and pedagogy adopted by the madrasah.

Through interviews with the Principal and several teachers at MAS Darussalam, it was revealed that various assessment methods were implemented at this institution. This exploration of assessment methods includes both academic and non-academic aspects, reflecting a holistic approach to measuring student progress.

Assessment methods used at MAS Darussalam include written exams, oral presentations, and group projects. According to the Principal, the evaluation criteria are based on academic competence and character, as well as the student's religious affiliation. This approach is in line with educational assessment management theory which emphasizes the importance of involving character and attitude dimensions in educational assessment.

Based on relevant theories in educational assessment management, as described by Black and Wiliam (1998), the concept of formative assessment which involves aspects of development and improvement is an effective strategy. Exploration of assessment methods at MAS Darussalam, with an emphasis on character formation and various assessment methods, in line with the formative assessment approach to improve the quality of learning.

Furthermore, motivation theory in educational assessment management, as proposed by Deci and Ryan (2002), emphasizes the importance of intrinsic motivation in improving student performance and achievement. The application of certain assessment methods at MAS Darussalam which aims to motivate students is in line with the concept of intrinsic motivation in the research literature.

Thus, the exploration of assessment methods at MAS Darussalam not only reflects innovative practices at the institutional level, but is also in accordance with theories and research related to educational assessment management, such as formative assessment theory and intrinsic motivation theory.

The link between the assessment practices implemented and the achievement of educational goals in this institution is clearly visible. The Principal emphasized that assessment methods, such as written exams, are not only focused on students' academic understanding but also take into account character and religious aspects. According to him, this is in line with the institution's vision to produce students who are not only academically superior but also have character.

Implementing evaluation criteria that include character and religion in assessments is a strategic step to ensure that institutions not only produce students who are intellectually intelligent but also have noble character. In interviews, the teachers also emphasized that the use of diverse assessment methods, including written exams, oral presentations, and group projects, is designed to create a dynamic learning atmosphere and reflects diverse learning approaches, in accordance with the educational philosophy at MAS Darussalam.

Comparing it with educational assessment management theory, the Authentic Assessment theory by Wiggins (1993) is very relevant. This theory emphasizes the importance of assessment that is authentic and relevant to students' real lives. Assessment practices at MAS Darussalam reflect this authentic approach by integrating character and religious assessments into evaluation criteria, supporting the achievement of holistic educational goals.

Evaluation of the Effectiveness of Assessment Management

In the context of observations and interviews at MAS Darussalam, several challenges faced by educators in the assessment process were identified. One of the main challenges is limited resources and access to technology to support the implementation of more modern and innovative assessments. This includes obstacles in using assessment methods that utilize technology, such as online-based assessments or e-assessments, which can increase the efficiency and accuracy of assessments.

Apart from that, there are obstacles related to the imbalance in workload between educators. Some teachers may find it difficult to adapt assessments to large numbers of students or feel unprepared to implement more contextual assessment methods. This can affect the consistency and objectivity of assessments across institutions.

In relation to the literature, the Equity in Assessment theory by Rogers and Lambert (2002) voices the importance of fairness in assessment. Barriers to access to technology and workload imbalances between educators can be considered forms of inequality in assessment. This theory underscores the need for efforts to ensure that all students and educators have fair and equal access to the assessment process.

Other challenges include a lack of training for educators in designing and

implementing authentic assessments as well as a lack of awareness of the importance of formative assessments to improve learning. Teachers admit that assessment at MAS Darussalam is still dominated by summative assessment, while formative assessment which can provide continuous feedback for improvement is not implemented optimally.

We compare with the educational assessment management theory, the Assessment for Learning (AfL) theory by Black and Wiliam (1998) can provide relevant views. This theory emphasizes the importance of formative assessment as a tool to improve learning, not just as an evaluation instrument. The limited implementation of formative assessment at MAS Darussalam reflects challenges identified in the literature, where educators often struggle to integrate more learning-focused assessment practices.

We identified several factors that influence the effectiveness of educational assessment at these institutions. One factor that emerged was the availability of resources, including teaching materials, evaluation tools and technological support. These challenges can limit the diversity of assessment methods that can be applied and affect the accuracy of measuring student progress.

Another factor that plays an important role is involvement and communication between educators, students, and parents. From the interview results, it appears that when there is a lack of involvement of students and parents in the assessment process, the effectiveness of the assessment can be hampered. Therefore, efforts are needed to increase transparency and effective communication in conveying objectives, criteria and assessment results to all education stakeholders.

Theoretically, the concept of Engaging Assessment proposed by Black and Wiliam (1998) is relevant to these findings. This theory emphasizes the importance of student involvement in the assessment process and recognizes that implementing effective assessment involves collaboration between students, educators, and parents. In this context, strong involvement from all parties can increase the effectiveness of assessments at MAS Darussalam.

Recommendations for Improvement

As a result of observations and interviews with the principal and several teachers at MAS Darussalam, it was found that there was a need to develop a more sustainable assessment model. One of the main recommendations is to design an assessment model that integrates formative and summative approaches in a balanced manner. This will help create a holistic understanding of student development during the learning process.

This recommendation is in line with the Assessment for Learning (AfL) theory developed by Black and Wiliam (1998). According to them, a formative approach involving continuous feedback and student involvement in the assessment process can improve learning. Integrating formative approaches with summative assessments can provide a comprehensive picture of student achievement, while formative approaches provide opportunities for continuous improvement.

In addition, recommendations also include strengthening training for educators in designing and implementing assessments that focus on developing students' abilities and character. This is in line with the concept of Assessment as Learning which emphasizes the role of assessment in helping students develop an understanding of themselves as learners (Earl, 2003).

Then, an improvement strategy that can be applied in educational assessment management to improve the quality of learning in this institution is to increase teacher capacity in designing assessment instruments that are varied and in accordance with learning objectives. This is in line with research by Stiggins (2001), which emphasizes the importance of creating assessment instruments that can provide a comprehensive picture of student achievement.

CONCLUSION

From the exploration of the implementation of educational assessment management at MAS Darussalam and evaluation of its effectiveness, several significant conclusions can be drawn. First, the assessment policy at this institution focuses on a holistic approach that includes academic aspects and student character. Evaluation criteria are designed to support educational goals which emphasize the formation of

superior character and academic excellence.

Furthermore, the assessment methods used involve variety, such as written exams, oral presentations, and group projects, reflecting diverse learning approaches. The involvement of students in the assessment process, both through open dialogue and a shared understanding of assessment criteria, is an important aspect in maintaining the link between assessment practices and achieving educational goals.

However, a number of challenges were also identified, including the inadequate use of technology in assessment, an imbalance in educators' workload, and a lack of awareness of the importance of formative assessment. Therefore, recommendations for improvement include increased use of technology, redistribution of workload, increased awareness of formative assessment, implementation of an integrated assessment management system, and development of comprehensive support policies.

Thus, the conclusions of this research emphasize the importance of continuing to implement improvements and developments in educational assessment management. More effective policy implementation, supported by the application of technology and active involvement of all stakeholders, will have a positive impact on the quality of education at MAS Darussalam.

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