

THE CLASSIFICATIONS OF LEARNING ASSESSMENT INSTRUCTIONS

(A case study at Ponorogo State Institute of Islamic Studies)

Ju'subaidi

Ponorogo State Institute of Islamic Studies

subaidi_6@yahoo.com

Abstract

The aim of this study is to reveal the main ideas underlying the preparation of learning assessment instruments compiled by the lecturers of the Ponorogo State Institute of Islamic Studies as a measure of students' achievement in learning process. This paper employed qualitative research evaluation approach. The data were collected through interviews and documentation and analyzed using interactive analysis, including data reduction, data display, and verification. The results of this study were the preparation of learning appraisal instruments based on practicality and idealism. While the type of instruments included; oral and written forms; the forms were in terms of objective and non-objective. Those instructions ordinary unprinted out. The boarding guidelines were made easier to judge. The quality of education is determined by the quality of learning. The success of the student learning can be measured by standardized test. The Standardized measuring instruments must fulfill the validity and reliability. The measurements in learning in college must be made by lecturers. Lecturers must be able to make measuring instruments that meet the standards. In hence, it is not to harm for the students. Reality, many lecturers who do not have the ability to make learning measuring instruments that fulfilled the standards to the detriment of students.

Keywords: classification, practically, idealism, assessment.

Introduction

One of the efforts in improving quality process and learning outcomes is a part of improving the quality of education products. This can be done through assessment. Assessment of student learning process and outcomes cannot be separated from various aspects such selecting assessment instruments, preparing instruments to utilize the results of selected assessment. The accuracy in choosing the form of the instrument will greatly affect the student learning outcomes. Therefore, the lecturers are able to understand each indicator and determine the appropriate an assessment instruments. Understanding the above will provide additional value for the lecturers to have in-depth insight and skills in the field of assessment (Sudjana, 1995:1).

In the contrary, the academic communities against three terms that enclosed among them and have different roles. Those terms are measurement, appraisal or assessment, and evaluation then all terms have hierarchical relationship. Furthermore, each evaluation always involves assessment and it is preceded by a measurement. In other words, without measurement, it is impossible for lecturers to make an assessment. While in measuring instruments are always used a measuring tool. Measurements in education are more synonymous with instrument terms.

In education, the selection and determination of appropriate measuring instruments require in obtaining good result accurately. In other words, the usage of standardized measuring instruments will be able to measure. Therefore, measurement plays an important role in realizing goals of achievement in a program and determines a policy.

A measurement is an act in determining the number of objects systematically in order to describe the characteristics of the object. The determination of individual characteristics through measurements takes as far as possible to avoid the occurrence of major errors. In natural science, error in measurement is caused by measuring factor itself. While, measuring instruments, how to measure, and the state of the object being measured are the factors in social sciences. In other words, the measurement in social science is more complicated than natural science. Thus, the measuring instrument is used to measure an object becomes valid and reliable.

These are three terms are definitively measurements are attempts to compare observations with established criteria, the assessment closer to the effort to explain and interpret the observations, while evaluation is an act of determining the value or implications of a behavior both individual and institutional funding groups (Mardapi, 2008:1).

An important role of evaluation is preceded by an assessment should be encourage learners (Students) in better learning and educators or lecturers are also better performance. Evaluation is one of educational activities and the aim is improving the quality, performance, or productivity of an institution in implementing the established program. Through the evaluation, it will be obtained information about something that has been achieved and it will be used to perform program improvement activities yet.

Griffin & Nix (1991) in Finger explains that the evaluation is a judgment to the value or implication of the result of a measurement. This understanding indicates the existence of the assessment activity and the preceding measurement. While Tyler (1950) states that evaluation is the process of determining the extent to which educational objectives have been achieved. The two opinions above emphasize the existence of information and policies, namely information about the implementation and success of a program which furthermore to determine the policy further.

As the statement above, evaluation is always preceded by an assessment and it indicates that a person will not be able to conduct an evaluation before making an assessment. For this, the assessment determines the evaluation. Assessment is an important part of the implementation of formal education whether the basic level or in high level. Efforts to improve the quality of education can be pursued through improving the quality of learning and assessment, while the quality of assessment is determined by the accuracy in the selection of techniques and assessment instruments. In order to obtain good measurement results, it required a good instrument (measuring instrument), which has fulfilled the requirements of validity and reliability.

In the context of the provision of education in educational institutions among the primary, secondary and even in university level, the results of learners' achievement become an institutional problem. This problem demonstrates the existence of a uniform policy in the form of an assessment instrument. So that, the assessment instrument does not meet the requirements set for achieving actual learning outcomes, such problems that has varies in assessment model at the college. In the case of learning and/or lectures at Ponorogo State Institute of Islamic Studies, the assessment is a sequence of learning activities is also a problem that is quite alarming. In this case, the assessment which has a sequence of learning process becomes a problem. The question is how the assessments instrument is composed by each lecturer. As the consequence, the subjects improve learning outcomes optimally.

From the background above, it is needed conducting a research related to assessment models and instruments that are used by the lecturers of the to ensure whether the usage of an instrument model in measuring student learning achievement has been in accordance with the standards set. On the other hand, it is necessary to tell the consideration in selecting and defining assessment instruments in learning.

Theory

A. Definition of Assessment Instrument Classification

In popular scientific dictionary, the classification means classification or alignment in sections, the science of division according to the type which concerns both human and language; or the science of the types; or any arrangement of types. The term classification of assessment instruments in question is an attempt to divide or grouping various forms of assessment instruments used to measure the success rate of students studying at in the popular scientific dictionary. On the other hand, also to categorize the underlying

thoughts on decision making in determining the form of assessment instruments conducted by the lecturers.

The assessment is more popular as the assessment of a thing that is inherent in the learning activity and important both at the elementary school level up to the university, so that it becomes one of the standards of 8 (eight) national standards established by the government (PP No. 19/2007 and No. 32 The year 2013). As a form of responsibility of an educator both at the basic level or at the high level for the success of learning activities, teachers and or lecturers are required to be able to plan and conduct a good assessment so that the learning objectives set can be achieved well.

Suwandi (2010:7) said that definition of assessment is a process to know whether the process and results of an activity program have been in accordance with the goals or criteria that have been set. Therefore, the assessment process in learning needs a proper planning and systematic implementation steps. Planning and conducting the assessment is an activity that has lasted long so that the activities of the educator routine in line with the ongoing learning process. Because of the assessment becomes a routine activity for educators in this case teachers and lecturers cause standard procedures in conducting assessment activities to get the less positive response. This means that planning and implementation of the assessment become less qualified and less able to measure indicators of achievement of competencies that must be owned by learners.

Assessment is considered important to know the level of achievement of learning outcomes of learners. Baxter (1997: 78) has a reason for considering the importance of assessment. First, is to compare one learner with other, second is to know against the fulfillment of the established standards. Third is to help to learn activities of the learners.

Fourth is a control instrument in the learning program. The aspects that become an object of assessment include skill aspect, effective aspect, and cognitive aspect. Each aspect has a level from the low level up to the high level that can be measured through the measurement. The concept of level was promoted by Bloom is the first cognitive aspect includes knowledge level, comprehension, application, analysis, synthesis, and evaluation.

B. Goal-Free Evaluation

The Goal-free evaluation was delivered by Michael Scriven means: "Goal-free Evaluation after noticing side effect that sometimes had a more positive (or negative) effect than did the intended goals (Ogle, 1982:29) ". This theory based on the various effects of evaluation done than often come up outside of the goal program. Therefore, in evaluation an evaluator program no need concerns about what the goal program (Arikunto, 2008:41). A Goal-free Evaluation focuses on the real outcome of a program or activity than explained before. Goal-free evaluation increases the possibility where the outcomes that aren't be identified and listed (Subarno, 2009:20). Sukardi (2000:61) stated that to evaluation with goal-free evaluation means the evaluator need to produce two information, those are the assessment of the actual effect and an assessment of the profile of needs to be assessed. If the product has a real influence and response to needs, it means the planned product is useful and need to be developed.

C. The types of assessment

The types of assessment in curriculum 2013 includes the authentic assessment, self-assessment, assessment based on portfolio, midterm examination, final examination, national level test, competency level test, state examination, and local school test. While

the students mentioned in guidelines book of Ponorogo State Institute of Islamic Studies were separated into two terms. First is student learning evaluation and second is lectures work evaluation in learning and practice.

In this case, the meaning of t students learning evaluation is the scoring students ability and proficiency in comprehend the lesson material that given as the curriculum stated through the ability of thought, attitude and work (Tim, 2013:187), while the success of the student evaluation can be reached from the student that had already finished research test, community service or making scientific writing.

The purposes held the evaluation are 1) giving a score to the students ability and proficiency in learning of the subject in for specific duration of time. 2) Success measurement in giving goodness in college that done by the lectures: 3) grouping the students ability in several classifications as their capabilities such as group A (best), B (good) C (enough) D (minus), and E (fault). The students' evaluations are given in forms of writing test and speaking or both of them. To the subject based on competency it can be used addition evaluation to the goal incompetency that mastered by students it is needed various assessment as the type of competency.

The shape of assessment in the subject based on competency related to the competency in based, learning experience and indicator achievement. To know the achievement level and accurate outcomes needs fix assessment and variety as the competency measured by the individual test, group and practicing test. While the form of the instrument based on the competency are: 1) multiple choice; 2) objective; 3). Free; 4). Write/ Short answer 5).match 6). Portfolio and 7) performance (to work). The system that stated is to know

the quality of the success by IP as the average scores in the subject at the end of a study program.

The evaluation of student learning consists of; The final semester study evaluation; this is an assessment of the success of students conducted at the end of the semester, covering all courses programmed students last semester. Its success is expressed in the form of Temporary Achievement Index (IPS). Evaluation of the final study; this is an assessment of the success of student learning conducted after the entire student program ends. The success of learning is expressed by cumulative Achievement Index (GPA) (Muhsin, 2013:190).

While the assessment system determined by the Ponorogo State Islamic Institute using Norms Reference (PAN) and Reference Standard (PAP). The use of PAN with the provision that, the value of students is measured relative to the average performance of the group by considering the ability, academic honesty, and discipline of learning (standard deviation / standard deviation) for one semester. If there is a student that very good in achievement then he is not included in the calculation of average performance plus standard deviation. On the basis of average performance plus standard deviation set the value of A, B, C, D, and E.

The use of PAP is by comparing the students' learning outcomes with the criterion that has been determined. This criterion is usually called a pass or minimum level of mastery. The graduation limit in question is if the student obtains C with the equivalent of 2.00 in the score range 1-4 and/or 60-62 in the 10-100 score range.

D. Scoring Techniques

The Result of measurement through a test and also non-test will earn quantitative data in the form of the score. The assessment is then interpreted to be of value, they are low, medium, or high. The low height of the value is always associated with the references of the embarrassment. There are two reference scores, namely norms and reference criteria. In other words, the high and low of a value compared with the group or with the criteria that have been set.

The value is a useful tool to encourage the students to learn better. By gaining the value of learning achievement of a particular course the student will try to make a plan for improvement. The value is also as information about the success of lecturers in conducting the learning process. The success rate of a lecturer can be determined by many factors, but the main one is mastery of teaching materials, choosing skills and using teaching methods, choosing skills and using instructional media, and how to do the assessment.

In addition to the value can give a positive impact, the value will also give a negative impact if the results achieved are not in line with student expectations. In general, all students have an expectation for the course that followed. When the students choose majors, courses, and the subject they will have a hope to gain certain achievements. Such impacts can occur if the questionnaire used is lacking the correctness of the content; it is the material that only selected according to the favored course of the course (lecturer), so it does not represent the teaching materials that have been presented. For this, increasing the degree of truth content to be absolute is to improve the degree of truth content of exam questions.

The qualities of exam questions play have a role in determining the fate or career of a student. An exam problem that generates a score with many errors will give misinformation about a person's circumstances. The high score achieved by students in a course contributes to determining the success of the next because in each course of study in general courses with one another have relevance. The success of a course can be a capital to achieve subsequent success, let alone the course becomes the subject of the next course prerequisites. Therefore, assessment becomes important to be possessed by any course lecturer so as not to harm the students.

Basically, the assessment system is a communication system in which there is a symbol whose meaning must be interpreted clearly and can be understood by all related elements. The related elements are lecturers, students, and guardians. Essential assessment is part of the evaluation of the learning program. The actual assessment is limited to the interpretation of test scores or other non-test results. In order to obtain the proper assessment results, it is necessary to have the right report without proper reporting then misjudgment.

The research method

This research was evaluative research with the qualitative approach. Evaluative research is a study intended to see the effectiveness of a program's implementation (Committee, 1998:12). While in this study the program in question was a learning program that focused on assessment instruments. In order to the evaluation process that conducted systemically and comprehensively, it was necessary to frame the appropriate evaluation model according to the characteristics of the program. This research tried to see the thoughts of the lecturers in determining and classifying assessment instruments created as part of learning process.

The objects of this study included; 1) Thought on which to base the selection of assessment instruments, 2) Forms of assessment instruments. The location of this research was in Ponorogo State Institute of Islamic Studies. This was done on the reason that learning management conducted by lecturers Ponorogo State Institute of Islamic Studies shown varies assessment instruments that do not follow the guidelines for the implementation of education that have been established.

The research approach was qualitative, and then the research instrument was the researcher himself and the technique in collecting the data were unstructured interview, and supported by documentation. Interview was used to reveal the subject of the lecturer used to determine and establish the forms of assessment instruments. The documentation was directed to obtain data on the assessment instruments used to measure competence. The form of documents is a matter of midterms and final test.vThis study used an interactive data analysis introduced by Miles & Huberman. The first step is collecting data, next is performed data reduction, after reduced is done display and ended with the conclusion (Denzin, 2000:769).

In qualitative research, validation of the findings was important and necessary to ensure whether the findings are accurate from the perspective of the researcher, the participants or the report reader. This research uses peer debriefing. This step is done through discussions with colleagues who are competent in the substance of research and methodological objects. The goal is to keep researchers in the objective and openness corridor and explore the researcher's thinking. Nevertheless, researchers will still pay attention to the positions, circumstances, and processes taken in the discussion so as to obtain the expected results. The colleagues in question are the permanent lecturers STAIN Ponorogo who has the competence of evaluation.

Results and Discussion

A. The implementation of Learning Evaluation

The lecturing process will not be able to know the results when it not done of evaluated learning or assessment. The assessment of learning becomes important in order to obtain information on how much students' absorption of the material of the recovery and competence has been mastered for a certain period of time. It will not even know the learning outcomes of the students if the assessment of the lecturing process is not done.

Evaluation of learning in the lectures is by following the evaluation system of the students as is usually done regularly, there are even some assessment procedures that are not done correctly in accordance with the evaluation system applicable to the lectures. The lecturers have done the assessment through three things; the first is the assessment of learning outcomes through the Middle Examination Semester (UTS); second, assessment of the tasks assigned to the students by the lecturer; and third, assessment of learning outcomes through the Final Exam Semester Assessment is done on the Final Exam Semester and Midterm Exam. While the tasks that become part of the assessment component has been done by each lecturer. The task is partly done in every meeting and other at the end of the lecture. Meanwhile, to fulfill the assessment component is obtained by meeting attendance in the course.

Implementation of lecturer proficiency assessment is not involved in the overall supervision of the classes he taught. Giving more supervision and involves employees. This model will reduce the level of accuracy of the assessment results. The role of the supervisor is not only to share the questions and answers but also to ensure order in the implementation of the assessment. Assessment is essentially the full authority of the lecturer because the assessment is an inseparable sequence of the learning process.

Moving most of the supervisory duties from the lecturer to the other party will certainly reduce the validity of the assessment.

In conducting the assessment, the lecturers go through three stages. The first stage is to develop assessment instruments. this stage all the lecturers prepare the instrument begins with a circular letter from the Vice Chairman of the field academic section that states the date. Give the manuscript to the committee, the second stage, is the implementation of assessment, the implementation of the assessment in the middle Semester exam and last semester simultaneously by the Committee UTS and UAS. The situation of watching assessment or poor examination that repeated every time of the exam has influenced the views of the lecturers in preparing the assessment instrument as a measuring tool. The views of lecturers in formulating assessment instruments can be grouped into two. First, is the view that makes the appraisal instrument to meet the demands of the curriculum and related leadership authority. Second, the view that the compilation of instruments is done correctly is an academic responsibility and as the main duty and function of lecturers. Preparation of the instrument performed correctly becomes a necessity to meet the demands of test validity that impact on obtaining the truth of the test results so as not to harm the students.

The first view lacks idealism because. They assume that the preparation of the instrument in accordance with the rules is not important because it only complicates itself so that the way taken is to make a makeshift instrument. Groups with this view are more influenced educational background outside the education department so as not to have the competence of the preparation of the correct instrument. The impacts arising from the

results of the appraisals that compile such instruments will be detrimental to students and institutions.

The second view has the idealism and commitment to the duties and responsibilities as the lecture of the professional as meant in Law 14 The year 2005 article 3 paragraph 1. The professional attitude of a lecturer is realized through the ownership of commitment attitude to improve the quality of higher education as stated in Article 7 paragraph 1 (b) the teacher's and lecturer's laws. The commitment of the lecturers included in the second view is shown in the preparation of the assessment instruments that follow the steps of preparing the assessment instruments.

The assessment instrument data that is collected in this study is an assessment instrument in the form of a test instrument or a final exam of the semester. The assessment instrument used as data and analyzed is only used in the final exam of the semester. This determination is based on the results of the standard of several instruments from the same lecturer at the Middle Exam Semester and the end of the semester. The result of the comparison is the instrument between the Middle Semester Exam with the End of Semester found the existence of similarities both types and forms there are only differences in aspects of material substance. This distinction is certainly understandable because at each meeting in the course of different material always different. The number of instruments at the final examination Semester of the academy year 2015-2016 as much as 193, assessment instruments that have been used to measure the achievement of student competence can be divided into several aspects, namely, instrument type, instrument form, writing, and (scoring).

Instruments composed by lecturers are divided into Written and Oral. Instruments of Oral type are used by some lecturers, especially the subjects related to the mastery of English, Arabic, and speaking language skills, namely speaking skill. The use of the oral type is based on the material characteristics of the language itself, so it is not possible to use other types even if imposed procedural errors will result in low learning outcomes. Language skills are not only on the mastery of speaking orally but also in writing and listening. In the latter second case above the lecturers use the type of written assessment, because it is different from the oral. On the other hand, the competence of writing and listening has a difference from the aspects measured so that the writing and listening skills of the lecturers of the language use is written test (paper test).

In addition to language courses, there are several courses that are tested orally. The reason for oral exams for non-linguistic subjects is the originality student answers can be obtained. In addition to the originality of the answers, oral exams are able to motivate students to prepare themselves early, psychologically more ready students both mentally and materially if tested orally compared with the test in writing and simultaneously as usual in force. Nevertheless, very few do oral exams because oral exams are perceived as more difficult because it needs a long time.

Implementation of the test often leads to the problem of less objective measurement results. This is due to the oral examination process conducted by some lecturers is less attention to the less difficult test spot of examinees who have not got a turn. Students who have not got a turn are near the test being tested so they hear the questions conveyed by the lecturer and the answers from the test. On the other hand, the questions given to the initial and the last test are the same, so that the student who gets the last turn can

anticipate providing a more convincing answer to the examiner. The impact that arises is that the participants of the earlier exam are disadvantaged because they do not get the problems first as obtained by the participants who have a final test exam turn. Ideally, oral exams are conducted separately with other participants to avoid leakage of questions given to participants who get a turnover. Similarly, the oral test process involving multiple tests simultaneously becomes less objective score obtained by the examiner lecturer.

The second type of assessment instrument is a written assessment. The written assessment compiled by the great lecturers. Assessment of this type is easier to prepare the instrument as well as its implementation. The implementation also does not have to be a lecturer as a supervisor, can be other people outside the lecturers of course subjects. Supervisors and implementers simply involve other people, but the problem is how the level of accountability of implementation and objectivity assessment results.

Observing the written assessment instruments prepared by each lecturer, there is no uniformity of writing for the lecturers who have the same subject so that the material substance of the test is different. The difference is due to the less attention of the lecturer Course Outline (CO). If the course outline becomes the basis for the preparation of the assessment instrument there will be no difference in the test material contained in the assessment instrument.

B. Form of Assessment Instrument

The form of assessment instrument can be separated into two. First, the assessment instrument is objective, and the two are non-objective. The double-piecewise appraisal instrument has not fully followed the guidelines for the preparation of multiple-choice

instruments. Some of the things associated with following the guidelines are the test asked to choose the wrong answer instead of the correct one and asked to provide the selected error argument. Such exam will confuse the test participants because the answer pattern is not objective; the argument requested is not part of the requirements in the preparation of the multiple-choice instrument.

On the other hand, the compiler of the question actually gives a score of each number of 10. If attention to the math problem 1 of the form is dichotomous so that the chosen answer should be true is not the wrong. Then the score of each problem number for dichotomy is 1 and 0 are not 10. When score 10 is given for argumentation, giving is also not appropriate, considering the weight of matter with one another different matter.

The assessment instrument for the IPA 1 course also shows a lack of preparation of test instruments. On the instructions do not work properly because the test was asked to have the answer that is considered correct. The editors of this command indicate which option selected by the test does not occur because the error must match the assumption of the test.

The instrument of matching assessment basically consists of a number of premises and a number of responses. The matching test should be to measure knowledge of facts, such as the meaning of a word, chemical symbols or the like. Thus, this test measures the cognitive domain at the level of memorization and not understanding to a higher level. Preparation of the form of match-fixing instruments The premise or revelation should be homogeneous, the statement and response short enough, the number of responses more than the premise or revelation, the statements and responses sorted in alphabetical order, and the response can be used more than once.

There are several assessment instruments that use the form of matching and indication instrument is not good because it is not suitable for the criteria of writing a form of matching test instrument. Shortcomings in this test instrument, namely; a) the number of premises and responses are equal, b) the premise and response are heterogeneous, c) the premise and response are not concise, and the instructions for doing so are less clear.

A written assessment instrument that is also partially used by lecturers in measuring the achievement of student competency is a form of short answer. This form of the short answer can be a type of question, type of completion or contents, and type of identification or association.

Observing the problem using the form stuffed by some lecturers shows some things to note. The form in the instructions section is less communicative, for example, 'answer the questions below briefly'. Such an order would make the test disturbed by having to look at the revelation called the question. On the other hand, the revelation on the question of form stuff requires an answer to the description. This is not in accordance with the form of objective questions that require short and correct answers to only one, while an example of a questionnaire that demands an explanatory answer does not and impacts the answer and scoring analyst. If the answers to the latter description are scored by scoring objective questions then the test will be harmed. Mastery of the rules of writing the instrument of assessment by lecturers though becomes important for students to obtain justice.

C. Scoring

Scoring in the field of evaluation and assessment is an absolute thing, the results of the measurements that have produced quantitative data from both test and non-test scores are

scoring form. This score is further interpreted to be a value; they are medium and low heights. The high and low values are always associated with the benchmark appraisal. In the field of psychology and regular education, there are two reference judgments, namely norms and standards. This means high or low scoring statements after the scores obtained from the measurements are compared to the group or with the specified criteria.

The scoring system is essentially a communication system, in which there is a symbol whose meaning must be clearly defined and understood by all relevant elements, such as educators, learners, and parents. The scoring system should not be independently developed by an educator because if so, the meaning of the value from one educator to another can be different. This is not desirable because the value of each course is different.

Assessment is a part of the learning evaluation. The actual assessment is limited to the interpretation of test scores or other non-test measures outcome. To obtain the right result, accurate sizing is required, if not accurately measured then there will be a misjudgment. The determination of the score of the measurement results may vary according to the type of measuring instrument used. The scoring of the theoretical apparatus has the distinction between objective and non-objective questions. The difference is based on the character of each form of questions.

The assessment instrument used in the final exam of the semester by the lecturers can be separated into two. First, the assessment instrument is completed with a score on each question. Second, the scoring instrument is scoreless on each number of questions. The number of assessment instruments is completed with a score of each question as much as 42 of 193 assessments of instruments. Observing from each assessment instrument that

complete the score on each item is based on the fulfillment of the total score demands of all the items in order to be 100. This evidence comes from the scoring on each item is not seen from the weight of the material in the form of demands answers from each question about. The item in question that demands an answer to the scoring analysis is actually lower than the question items that the answer demands on the aspects of knowledge and understanding.

D. Construction of Test Questions

The attention to the guidelines for the preparation of test item construction of test becomes important to be possessed by each test compiler including lecturers. This is considered to be important because of the correct construction will guarantee the validity of the instrument itself. On the other hand, one of the criteria contributing to the correctness of the student answers is that the construction is also correct.

The question construction formed of objective and non-objective has a difference. For example, indicators that require a single or definite answer should not use non-adjectives or free descriptions. Then most free-form test questions and objective descriptions use the "what are.." question word. "Another similar instrument is the use of the word" what is ...". (Dokumen soal PAI: 5-10-2015). This problem model is almost evenly distributed on every instrument. In other words, that aspect of construction in the preparation of exam questions still lacks serious attention.

It is not less important relating to the construction of test items on the question in the form of free description or objective description is the compatibility between measuring instruments and measured indicators. The indicator in question is basically a question indicator. The indicator of this problem should be formulated in the grid matter. To recall

that in the implementation manual does not include this requirement, the final semester testers also do not make the grid, but the indicators of student achievement can be obtained from the syllabus. There are many exam questions on assessment instruments that are independent of measuring indicators on the syllabus and even it found that the subjects do not have a syllabus, there is also a subject that in the syllabus is broken down into two subjects and there is also no syllabus used as the reference of the lecture.

E. Other Assessment Instruments

In addition to the form of test questions that have been mentioned above, it is found a different form of exam question as usual. There are two assessment instruments used to measure the achievement of defined competencies using other versions, namely the sociology assessment instrument of education and Social Research Methodology.

The first form of assessment instrument (educational sociology) is the test participant is required to name the individual assignment assigned by the lecturer. Then the participant is asked to find a reason for the selection of the duties (*pesantren*) and the next demands are the exposure of the results obtained from the field assignment by watching at the sequential assignment. Observing from this instrument, it can be said that in essence, this task is not an assessment instrument that needs to be tested through a written exam activity. This is categorized because it meets task criteria. Therefore, the assessment model should use a task assessment and its implementation should be outside the written test. The instrument is also not clear the substance of the material being measured.

It is the first model, the assessment instrument for the subject of social research methodology. The instructions that start this instrument are the order of collecting the

resume tasks related to the thesis proposal. Furthermore, the participant is required to perform investigation by putting the tick sign on the column provided in the instrument. The available columns contain four columns that ranging from number columns, material columns that be resumed, columns that containing the word "exist", and the last column contains the word "none".

The second column of the material that is resumed includes; 1) background of the problem, 2) problem formulation, 3) Theoretical study, 4) literature review, 5) research methods, and 6) systematic writing. If your concern to the model of this instrument is actually a task instrument, not an instrument of writing assessment because it does not meet written criteria. This model appraisal tool is closer to the checklist model but it also cannot be said to be a checklist question. The checklist item is a checklist that contains a set of items that reflect the sequence of actions that should be performed by examinees as indicators of the skill to be measured. If the authors will use the question in the form of checklists, then the compiler should do a search of skills mastery indicators to be tested, then arrange them in order of appearance. The next step is to observe the subject being assessed to see if the indicator in question has arisen. If the indicator appears in appearance, then the tester gives a tick mark (✓) according to the option that describes the indicator's appearance.

Thus, the characteristics of the items containing descriptions or statements about the aspect of a definite act, the examiner should pay attention whether the actions in the statement appear or not. Therefore, two types of assessment instruments which, according to their authors, are regarded as a means of assessment of the written form actually enter the type of task assessment.

Conclusion

The thoughts of the lecturers in formulating assessment instruments can be grouped into two. First, is consideration of practicality, If the exam is done by the lecturer itself then it will increase the volume of work. On the other hand is to make the assessment instrument to meet the demands of the curriculum and related leadership authority. Second, is the consideration of idealism that the preparation of the instrument is done properly is an academic responsibility and as the main duty and function of the lecturer. Preparation of the instrument performed correctly becomes a necessity to meet the demands of the validity of the test which affects the acquisition of truth test results so it will not harm the students. Instrument assessment classified into three forms. First, is the instruments that follow the instructions; second, is less in accordance with the instructions and third, other forms of instruments. The third form is an instrument that is not found at all in the academic manual set by the institution.

Assessment as is an integral part of the series of learning processes. In other words, the learning process that is not followed by the assessment is a waste of learning. Given the important role of assessment as an activity to know the level of mastering the material or competencies that have been obtained by a learner or student then the assessment must be done by each lecturer. Assessment of learning outcomes is largely determined by the correct measurement results while the correct measurements determined by the measurement instruments used to meet the standards. The compilation of assessment instruments undertaken within the Ponorogo State Islamic Institute has largely not yet fully complied with standards for the preparation of standardized assessment instruments. Non-standard assessment instruments will affect the results of the assessment obtained by the students and will have implications for

the accuracy of the student's study period and the level of public confidence in the institution. Therefore, sufficient ability to develop an assessment instrument for lecturers will be a necessity.

Research Implication

Assessment of learning outcomes is not an integral part of the learning activities. The role of assessment is a measure of student learning outcomes during learning. Therefore, the assessment instrument must meet the valid and reliable criteria. The non-fulfillment of these criteria will have an impact on the outcome of the measurement and hurt the student. Thus, the knowledge and skills to make the assessment instrument must be owned by the lecturers

Suggestions

Consider to the importance of the assessment in the series of learning activities in the lecture that impact on the student's psychological condition and the level of trust of the community towards the institution caused by the lack of knowledge, understanding and experience in the preparation of the assessment instrument, to the related parties should continue to increase the various activities that support the improvement of competence lecturers in the development of assessment instruments so that the selection and determination of assessment instruments used to measure students' competence achievement that can be held accountable academically. Considering the importance of the learning assessment that impact on the student's achievement and the truth level of the institution, the institution should effort to improve the lectures' competence in the development of the assessment instruments. In order to be made instruments, it can be held accountable academically. Besides, The lecturers must also have idealism as a professional educator so as not to harm all parties.

References

- Arikunto, S. 2008. *Evaluasi program pendidikan*. Jakarta, Bumi Aksara.
- Baxter, A. 1997. *Evaluating Your Students*. London, Richmond Publishing.

Dokumen soal Metodologi PAI, tgl, 5-10- 2015.

Joint Committee on Standards for Education Evaluation. 1981. *Standards for evaluations of Educational programs, projects, and materials*. New York, Mcgraw-Hill Book Company.

Mardapi, J. 2008. *Teknik penyusun instrumen tes dan nontes*. Yogyakarta: Mitra Cendikia.

Muhsin. 2013. *Pedoman Penyelenggaraan Pendidikan tahun akademik 2013/2014*. Ponorogo:STAINPo Press.

Norman K, Denzin, NK, & Lincon, YS. 2000. *Handbook of Qualitative Research 2nd*, Thousand Oaks, Sage Publications.

Ogle, G.J. 1982. *Towards A formative Evaluations Tool*, (Dissertation: Virginia Polytechnic Institute and State University USA.

Sugiyono. 2006. *Metode Penelitian Kuantitatif, kualitatif dan R &D*. Bandung: Alfabeta

Suwandi, S. 2010. *Model Assesment dalam Pembelajaran*. Surakarta: Yuma Pustaka.

Subarsono. 2009. *Analisis kebijakan publik*. Yogyakarta, Pustaka Pelajar.

Sukardi. 2000. *Evaluasi program pembelajaran*. Yogyakarta, Pustaka Pelajar.

Sudjana, N. 1995. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosda Karya.

Tim Prima Pena. 1994. *Kamus ilmiah Populer*. Surabaya: Arkola.