STRATEGY IN IMPROVING THE QUALITY OF GRADUATES THROUGH AUTHENTIC ASSESSMENT MANAGEMENT IN SENIOR HIGH SCHOOL

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ABSTRAK
Topik dalam artikel ini membahas tentang bagaimana upaya tim manajemen yang dimiliki oleh SMAN 9 Malang mengembangkan kualitas mutu lulusannya, khususnya bagaimana mutu lulusan dapat terbentuk melalui inovasi-inovasi evaluasi pendidikan. Dengan menggunakan desain penelitian kualitatif dan jenis studi kasus, penelitian ini menganalisis tentang langkah-langkah manajerial penilaian autentik di SMAN 9 Malang, sistem koordinasi terpadu pada manajemen evaluasi pendidikan, dan implikasi manajemen penilaian autentik terhadap mutu lulusan di SMAN 9 Malang. Adapun temuan penelitiannya adalah dengan pengembangan inovasi manajemen evaluasi pendidikan yakni pelaksanaan penilaian autentik sangat dipengaruhi oleh tanggungjawab setiap guru mata pelajaran yang tertampung dalam Aplikasi Pembelajaran E-Font, termasuk adanya sistem koordinasi penilaian autentik SKS berbasis offline dan diberi nama Man Jadda Wajada, sekaligus SMAN 9 Malang mengembangkan koordinasi penilaian autentik berbasis online melalui E-Front dan SIA. Dan yang paling penting adanya kolaborasi antara pemerintah, tim manajemen sekolah dan guru mata pelajaran.

Kata kunci: *manajemen penilaian autentik, peningkatan mutu lulusan*

ABSTRACT
This study explores how management team of SMAN 9 Malang improves the quality of graduates, especially how quality of graduates have created from some innovations of educational evaluation. Adopting the qualitative research design, the study presented in this paper ascertained the implementation of Management of Authentic Assessment in SMAN 9 Malang, integrated coordination system in authentic assessment management of education, and implications of authentic assessment management on the quality of graduates in SMAN 9 Malang. By using the innovative design of authentic assessment management program. it can make all of teachers easily to teach and evaluate their student with E-Front application, also there is an integrated coordination system in authentic assessment management of education namely ManJadda Wajada, and SMAN 9 Malang develops an online learning namely E-Fornt that connect with E-Raport

as student marks data, and unforgettable these all happened because of collaboration system between ministry of education and management team of SMAN 9 Malang.

Key Words: improving the quality of graduates, management of authentic assessment

INTRODUCTION

The education sector is a nation's best investment in the development of its superior human resources, and it is a managerial effort carried out by educational institutions that refers to the National Education Standards. (Government Regulation Number 13 of 2015). National Education Standards (NES) is used as the basis for planning, implementing, and supervising education in the context of realizing a great national education, particularly in producing qualified human resources for graduates.

The scope of the National Education Standards (NES) becomes our reference for establishing superior school management, including standards content, process, graduate competence, educators and education personnel, facilities and infrastructure, management, financing, and assessment. These standards are references and criteria in determining the success of education, which are basically the same as those expressed by Umiarso and Imam Gojali, namely to optimally utilize all the components in the educational institution which have meaning from various aspects including administrative staff, curriculum development in schools, principals, and school guards must be actively involved because all these resources will create a school climate that is able to shape school excellence (Umiarso & Gojali, 2010).

Therefore, one of the standards in the NES that affects the quality of graduates is the standard of assessment or evaluation standard. With changes in assessment standards in the 2013 curriculum, teachers must know about changes in assessments in the 2013 curriculum, both from the scope of assessment, assessment techniques and assessment instruments, all of which refer to the assessment of aspects of knowledge, attitudes and skills. Because basically, evaluation standards in education are a series of activities to control, guarantee, and determine the quality of education for various components of education at every path, level, and type of education as a form of accountability for education.

Student achievement is a picture of quality output that has gone through a good process the planning process to the informatively described assessment process, it will be able to bring good student development as well. A well-described and detailed assessment (authentic assessment) will impact the quality of its graduates. Including SMA Negeri 9 Malang using authentic assessment not only as a database of student development, but also as a measurable system to improve the quality of its graduates.

One of the emphases in the 2013 curriculum is authentic assessment. Authentic assessment does not only measure one competency but measures all competencies, namely knowledge, skill, and attitude competencies (Kunandar, 2015). The 2013 curriculum divides competencies into two, namely spiritual

attitudes related to the formation of faithful and devoted students, social attitudes related to the formation of students who have noble character, independent, democratic and responsible. The assessment is applied to all lesson content in schools using assessment instruments and assessment implementation techniques that are tailored to the competencies to be assessed.

Stated by Earl and Giles (2011) "Assessment is the ongoing task of finding out about student's beliefs, strategies, strengths and weaknesses in relation to their learning". Assessment is an ongoing activity to find knowledge about strategies, strengths and weaknesses about students in relation to their learning. Another definition of assessment was put forward by Sudaryono (2012), he defines assessment as one of the activities carried out to measure and assess the level of curriculum achievement and the success or failure of the learning process.

It can be concluded that assessment is a systematic process to obtain various information on a regular, continuous, and comprehensive basis about the strengths and weaknesses of students in relation to the process and student learning outcomes so that it can be used as a basis for decision making. With the assessment of student learning outcomes, it can be seen how much success students have mastered the competencies or materials that the teacher have taught. The assessment can also be used as a reference to see the level of success or effectiveness of teachers in learning. Thus a good assessment will provide useful information in improving the quality of the teaching and learning process.

In line with the opinions above, (Muchtar, 2010)said that authentic assessment is more able to reveal student learning outcomes holistically, so that it can truly reflect students' potential, abilities, and creativity as a result of the learning process. In addition, the application of authentic assessment will encourage students to be more actively learn and apply the learning outcomes in real life. Thus, it can be concluded that authentic assessment is a process of collecting information carried out with various techniques to reveal or prove the process and learning outcomes of students holistically either in terms of attitudes, knowledge or skills.

This research focuses more on the application of an integrated coordination system in the management of the authentic assessment of the semester credit system which refers to the basic functions of management at SMA Negeri 9 Malang. Among the implementations are planning, organizing, commanding, coordinating and controlling, which is manifested in a managerial program of a holistic assessment system (attitudes, knowledge and skills) in all educational activities to realize superior quality graduates.

Thus, through authentic assessment management the semester credit system becomes an integrated education assessment policy, and has a significant impact on improving the quality of its graduates. SMA Negeri 9 Malang is one of the educational institutions in the province of East Java that applies authentic assessment to be able to compete with other educational institutions, especially in delivering students to the higher education level and the gateway to success.

METHOD

This study seeks to find out and analyze authentic assessment management in the 2013 credit-based curriculum at SMA Negeri 9 Malang focus on the problem covering efforts to develop authentic assessments of the new 2013 credits curriculum to improve the quality of graduates. The research approach used a qualitative research using a case study type. In qualitative research, humans are the primary data source and the research results are in the form of statements that are in accordance with the actual situation. It is in line with Bogdan and Taylor who say that qualitative research methods are a particular tradition in social science that fundamentally depends on observing humans in their own area and dealing with these people in their language and their terminology (Moleong, 2011).

In accordance with its characteristics, this research takes place not linearly but in the form of cycles. Various stages, such as data collection, data analysis, and interpretation were carried out simultaneously. Referring to Spradley's description, the step of the research being passed is cyclical. This ethnographic research cycle includes six steps: (1) selection of ethnographic projects, (2) submission of questions, (3) data collection, (4) data recording, (5) data analysis, and (6) report writing (Spradley, 1980).

RESULTS AND DISCUSSION

Management of authentic assessment of the 2013 curriculum based on credits has implications for each student's achievement, through various programs developed by schools ranging from human resource development (Manjadda Wajada Program) to technology-based assessment applications. This has an an impact on each student's achievement, both academic and non-academic. Authentic assessment management steps at SMAN 9 Malang has carried out in improving the quality of its best graduates. These steps refer to the management functions introduced by Henry Fayol, including planning, organizing, commanding, coordinating and controlling (Syamsuddin, 2017).

At the assessment planning stage, SMAN 9 Malang created a team consisting of the principal, vice principal, and the School Internal Quality Assurance System team specifically to design the Curriculum Manual every year. The most important stage is the teacher designing the Minimum Completeness Criteria, each teacher is obliged to determine the Minimum Completeness Criteria for each subject being taught according to the intake, complexity and carrying capacity of SMAN 9 Malang.

The implementation of authentic assessment is strongly influenced by the responsibility of each subject teacher that is accommodated in the E-Font Learning Application provided by SMAN 9 Malang. Supervision and direction (Commmanding) are carried out by the Principal as one of the responsibilities and assisted by the school supervisor, School Internal Quality Assurance System team and Teacher Performance Assessment team.

According to Sukmadinata (2006), there are points of integrated control and coordination on the quality of education assessment management, namely development of information systems, collection of assessment data, guidance and development of human resources. This means that in realizing measurable quality, SMAN 9 Malang prepares a coordinated, transparent and accountable

assessment system, all of which are contained in offline and online-based coordination activities.

The offline integrated assessment coordination program is carried out to absorb information widely from all stakeholders of SMAN 9 Malang, how the learning process to assessment results, academic and non-academic achievements are designed and discussed in this Manjadda Wajada forum. Because basically, the use of data on the results of the assessment and student achievement becomes very important in the design and determination of the quality management process of educational institutions (Koswara & Triatna, 2011). This program is applied as Streering Controls in the managing of assessment and quality of education. It aims to focus control activities on the ongoing process of implementing learning, monitoring learning outcomes, or outside activities of ongoing teaching hours to ensure that management of assessment and quality of education is running properly (Sukmadinata et al., 2008).

Collecting student data at SMAN 9 Malang is the most urgent activity in authentic assessment management because when all student information data is collected properly, various decisions will be easy to make. One of the most important and dominant in the primary data collection process for students is the homeroom or Academic Advisors, where their task is to make assessment reports, monitor and analyze data on students' talents, interests and achievements, as well as provide constructive recommendations during participation. education so that students develop their academic potential to the fullest (*Pedoman Penyelenggaraan Sistem Kredit Semester (SKS) Di SMA*, 2017).

The development of information systems in the world of education is a necessity that must be developed by educational stakeholders, especially when we are faced with the development of an era that is full of demands for the speed of access to information and technology. This stage can be regarded as a data processing process, where the data processing results are used as feedback on the planning of educational quality standards. Therefore, SMAN 9 Malang, through the initiative of the Principal and Curriculum Deputy, created an online application called E-Front as a learning application for academic assessment and SIA as a data management application of students' achievement for all aspects of assessment completeness.

Therefore, to realize an integrated coordination system, school principals must ensure that all institutional stakeholders can be involved in the decision-making process, especially in authentic assessment management, which is very much needed as the basis for planning quality education. Allah SWT says in QS. Ali Imron verse 159 as follows: "so it is because of the mercy of Allah that you are gentle with them. If you are hard-hearted and harsh-hearted, they will certainly distance themselves from those around you. Therefore forgive them, ask forgiveness for them, and consult with them in this matter. Then when you have made up your mind, then put your trust in Allah. Verily, Allah loves those who put their trust in Him" (*Al-Quran Dan Terjemahannya*, 2019).

The verse above explains that deliberation to reach consensus is a very fundamental process so that all managerial aspects can be carried out according to shared expectations. As said in Tafsir Al-Qur'an Al-Madinah Al-Munawwarah,

the word "*Wasyawirhum fil Amr"* in this verse has a meaning, not in matters that are *shari'a* which are clear in it. Leader must consult with the ulama in matters that they do not know about and which they are confused about in religious matters, and with community leaders in matters of the benefit of society, and with secretaries, employees, and the Minister in matters relating to the benefit of the people and prosperity of the country.

Improving the quality of education cannot be separated from efforts to improve the quality of students which impact the quality of graduates. Basically, the authentic assessment management of the semester credit system to improve the quality of graduates at SMA Negeri 9 Malang is the process of compiling a typical educational assessment and evaluation system (authentic assessment) at SMA Negeri 9 Malang, which is designed by core stakeholders and implemented by the entire academic community to print good quality of graduates. Another explanation regarding this can be seen in Figure 1 below.
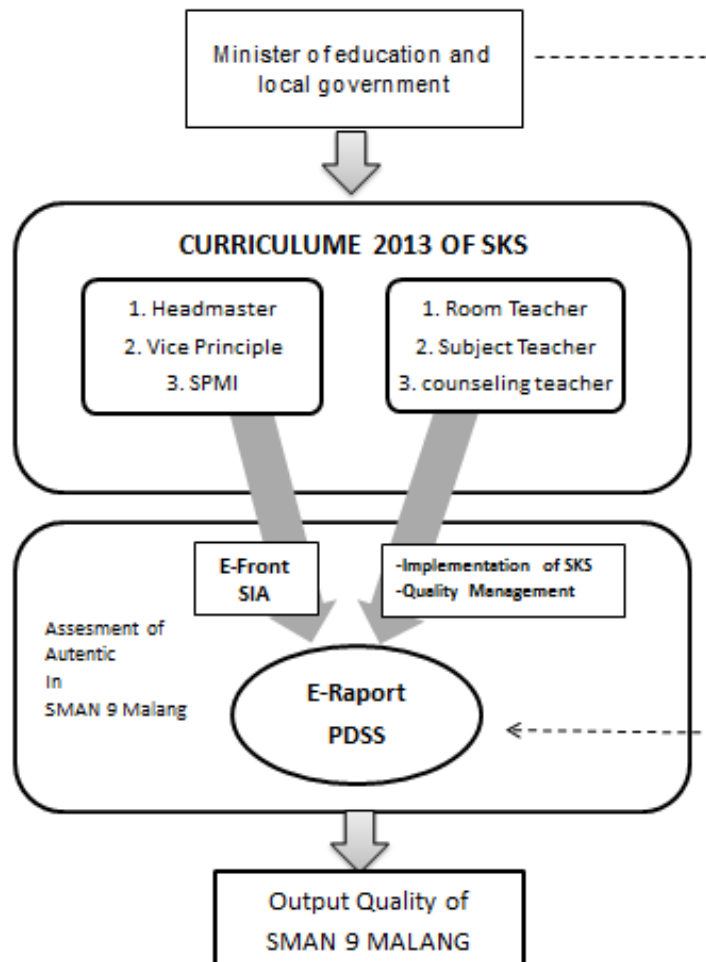

Figure 1. The Foundation of Assessment Management in Improving the Quality of Graduates of SMAN 9 Malang

Source: Research, 2021

Based on Figure 1 above, it can be seen that in a well-integrated implementation, the quality of education will be of high quality, and pass the national selection to enter universities or other official schools. The succession

factors for the authentic assessment management of the 2013 SKS system curriculum at SMAN 9 Malang, which have implications for the school are teachers, school management team, ministry of education and local government.

All teachers are the main actors in the assessment process at SMAN 9 Malang, where the teacher is the party who is always present in the learning process to the evaluation of learning. During the implementation of learning through the 2013 credit-based curriculum, the teacher is present in totality in the class consisting of very heterogeneous students. So that to achieve learning objectives until finally at the evaluation stage, the teacher has the right to provide a minimum value above the minimum completeness criteria for students who are declared complete through the assessment instruments provided by the teacher so that the reduced assessment data becomes primary data in the curriculum data centre in Indonesia.

Based on Permendiknas Number 13 of 2007, school principals have a strategic role in the success of every government project, one of which is the SKS-based 2013 Curriculum (*Pedoman Penyelenggaraan Sistem Kredit Semester (SKS) Di SMA*, 2017). In addition to planning SKS implementation at SMAN 9 Malang, the principal must also prepare teachers and special staff to realized all SKS implementation programs.

Based on Permendikbud Number 158 of 2014, One of the tasks and roles of the ministry of education and culture in managing SKS is to always coordinate with Education Quality Assurance Intitute and cooperate with provincial offices, and the Government through the Ministry of Education and Culture is present in the context of efforts to decentralize education through fostering and strengthening curriculum implementation. The purpose of decentralization of education in the 2013 credit-based curriculum, especially in assessment management, is the realization of Educational goals, Administrative efficiency and Effect on quality (Irianto et al., 2011). It means that the authentic assessment of the 2013 SKS-based curriculum gives full authority to educational institutions to manage their own managerial assessments, so that student completeness is no longer under the authority of the Ministry of Education and Culture, but the implementation of the assessment is in the school itself based on the regulations and guidelines provided by the Ministry of Education and Culture.

CONCLUSION

Therefore, it is necessary to have a daily report card of learning outcomes for students and teachers who have completed it so that the process of authentic assessment of the 2013 curriculum based on the Semester Credit System can run successfully based on Permendikbud Number 158 of 2014. As well as the development of technology-based assessments on students' talents and interests, so that to realize the non-academic quality of students can also be measured properly. It is necessary to improve the function of the human resources development program of SMAN 9 Malang, namely Manjadda Wajada, which is to increase cooperation with external stakeholders such as universities, training institutions and human resource development, or even Professionals to synergize in building human resources at SMAN 9 Malang. And lastly, it is necessary to have a special room based on technology like a smart school managed by the Deputy Head of Curriculum and SPMI to accommodate all data

about SMAN 9 Malang, so that when needed in the assessment, supervision or accreditation process it can be easily shown to the supervisor and can assist schools in mapping the quality of education.

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