EDUCATIONAL EVALUATION MANAGEMENT IN THE PRODUCTIVE LEARNING ASSESSMENT SYSTEM IN VOCATIONAL SCHOOLS OR MADRASAH ALIYAH

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Abstract. Educational evaluation management in the productive learning assessment in vocational high schools or vocational madrasah aliyah is an integral part of effective vocational education. The main aim of this research is to evaluate the productive learning assessment system in the context of vocational education in vocational high schools and vocational madrasah aliyah. The method used in this research is descriptive qualitative using library sources such as books, journals, and policy documents because this method is an effective alternative for conducting research related to several vocational high schools and vocational madrasas to gain a deeper understanding of system implementation. productive assessment. The research results show that there are still several challenges in the productive assessment system, including openness in communication of assessment criteria and weights, as well as varying understanding of assessment guidelines. However, the evaluation also revealed best practices that have led to improvements in the assessment of productive learning. These results can be a basis for further improvements in the productive learning assessment system in vocational high schools and vocational madrasah aliyah, with a focus on improving the quality of vocational learning that is relevant and responsive to the demands of the job market.
Keywords. Evaluation, Assessment System, Productive Learning

Abstrak. Manajemen evaluasi pendidikan pada Penilaian pembelajaran produktif di sekolah menengah kejuruan atau madrasah aliyah kejuruan adalah bagian integral dari pendidikan kejuruan yang efektif. Tujuan utama dari penelitian ini yaitu guna mengevaluasi sistem penilaian pembelajaran produktif dalam konteks pendidikan kejuruan di sekolah menengah kejuruan dan madrasah aliyah kejuruan. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan menggunakan sumber pustaka seperti buku, jurnal, dan dokumen kebijakan, karena metode ini merupakan alternatif yang efektif untuk melakukan penelitian terkait beberapa sekolah menengah kejuruan dan madrasah aliyah kejuruan untuk mendapatkan pemahaman yang lebih mendalam tentang implementasi sistem penilaian produktif. Hasil penelitian menunjukkan bahwa masih ada beberapa tantangan dalam sistem penilaian produktif, termasuk keterbukaan dalam komunikasi kriteria penilaian dan bobot, serta pemahaman yang beragam tentang pedoman penilaian. Namun, evaluasi juga mengungkapkan praktik-praktik terbaik yang telah membawa perbaikan dalam penilaian pembelajaran produktif. Hasil ini dapat menjadi landasan untuk perbaikan lebih lanjut dalam sistem penilaian pembelajaran produktif di sekolah menengah kejuruan dan madrasah aliyah kejuruan, dengan fokus pada peningkatan kualitas pembelajaran kejuruan yang relevan dan responsif terhadap tuntutan pasar kerja.
Kata Kunci. Evaluasi, Sistem Penilaian, Pembelajaran Produktif

A. INTRODUCTION.

The Ministry of Education and Culture has the task of realizing the message of Indonesia's promise of independence, namely to educate the nation's children. Not only in terms of knowledge but in terms of feelings and religion. These three things can also be called morals or character. This is the result of the educational process. However, it cannot be avoided that in the realm of

education in Indonesia, various problems need to be faced, for example, the decline in discipline, consistency, and also the amount of bullying that occurs in schools (Mashuri & Fanani, 2021).

Vocational High Schools are educational entities that have an important role in preparing the young generation to enter the world of work. Productive education programs at vocational schools have become the backbone of building students' competencies and skills to support the development of the industrial and economic sectors (Nurdawati, 2018; Saifulloh & Darwis, 2020). Therefore, evaluating productive education in vocational schools is an important step to ensure the suitability and superiority of existing programs.

Vocational High School is also a secondary education institution that aims to produce students who are ready to work, especially in the field of expertise they have taken. Providing students with knowledge and technology so that they will be able to develop themselves through higher levels of education, is the special aim of Vocational High Schools/Vocational Madrasah Aliyah (Irawanda, Gita, 2020). Vocational schools are different from other schools because these vocational schools are more focused on learning in real life, where the learning emphasizes practice rather than theory.

Assessment can be said to be an activity to assess and measure how well the curriculum is performing and the success of the learning process in an agency. The education assessment system is also the backbone of the learning and teaching process. This not only creates student progress in achieving learning goals, but also has an impact on student motivation, educational decision-making, and also society's thoughts on the quality of education (Budiningsih, 2005; omon abdurakhman, 2015).

Therefore, it is very important to create a fair assessment system. Assessment cannot be separated from obstacles or challenges, where these challenges must be faced by teachers in the assessment process. For example, a teacher must be fair in giving assessments. The meaning of fairness here is to give appropriate grades to students based on tests, understanding, or behavior, not giving grades based on which students they like.

B. RESEARCH METHODS

The method used in this research is a descriptive qualitative method using literature reviews (Imam Gunawan, 2014; John W. Creswell, 2019; sugiyono, 2018) such as books, journals, and policy documents because this method is an effective alternative for conducting research related to several vocational high schools and vocational madrasah aliyah to gain a deeper understanding. in-depth about the implementation of a productive assessment system. Literary data collection is a technique used by collecting materials that are relevant to the object of discussion (Arikunto, 2009). The data analysis used in this research is the content analysis method, namely an in-depth discussion of the content of written information (Hubarman, 2014; Nasution, 1992). Then search and collect literature materials related to the evaluation of productive learning assessment systems in vocational high schools or vocational madrasah aliyah.

C. RESULTS AND DISCUSSION
Evaluation in Education

Evaluation in English to find out, and decide the amount or value means an attempt to determine the results. From this, it can be said that evaluation activities must be carried out carefully, using the right steps, and the truth can also be ascertained (Arikunto & Jabar, 2014; Fajri Ismail, 2014). Evaluation can also be said to be a descriptive assessment carried out by collecting data in the form of information which can later be used to determine the final score (Miller, 2008).

Evaluation activities are carried out to collect data and information about a person's performance. Then this information is used as a reference to determine decisions (Arikunto & Jabar, 2014; Ashiong P. Munthe, 2015). Not only used for individual assessments, evaluation activities can also be used to collect data and information from an organization or institution which can later be used to assess an organization or institution (Djemari Mardapi, 2008).

In a more general context, evaluation is often used to; assess the extent to which goals have been achieved; evaluation can also be used as a tool to improve quality by identifying strengths and weaknesses so that improvements can be made to certain aspects; decision-making; accountability which means to determine the extent to which a person or an organization is responsible for the achievement or failure of its goals; continuous improvement. Evaluation can be carried out using various methods, including data collection, analysis, performance measurement, and report generation. It is an important tool in measuring, managing, and improving various aspects in various contexts, from education to business, government, and product development.

Assessment of Teaching and Learning Results and Processes

Assessment can be said to be data collection that shows the level of student development (Kumano, 2001). Then the data obtained will be collected as feedback from activities that have been carried out previously. Assessment activities are not only aimed at assessing student learning outcomes but are also aimed at assessing the teaching that has been carried out by educators (Nurgiyantoro, 2011).

According to Nurgiantoro assessment can never be separated from learning activities, because there cannot be learning if there is no assessment at the end (Nurgiantoro, 2013). Then talk about learning outcomes which means a behavior change obtained from the learning process that has been carried out (Sardiman, 2012). The changes in behavior in question are changes in student behavior, changes in motor skills (Psychomotor), or from students' feelings. Learning outcomes can also be interpreted as the actual abilities of someone who has obtained information and knowledge from the learning process, where learning outcomes can be improved through an effort from the student's awareness, meaning that if a student has a strong determination to seek knowledge, obtain information, then the learning outcomes will be better than students who do not have the determination to learn.

Productive Learning in Vocational High Schools

According to the Directorate General of Basic Education (2017), a Vocational High School or Vocational Madrasah Aliyah is a formal educational institution whose aim is to produce graduates or alumni who are creative, skilled, and ready to enter the world of work. In Presidential Instruction Number 9 of 2016, the essence is to give orders to the Ministry of Education and Culture to provide and create a curriculum that suits the needs of Vocational High School or Vocational Madrasah Aliyah (Dikdasmen, 2017).

Education at Vocational High Schools aims to provide knowledge, knowledge, good attitudes, and also skills so that you can live independently without dependence on other people. Vocational education has special subjects in each department, namely productive subjects.

The function of productive subjects is to provide knowledge and experience to students so that later when they enter the real world they will be better prepared and able to have competencies that are by work standards in Indonesia. There is not just one vocational subject, but there can be up to 3 to 4 subjects, some of these subjects have the same goal, namely to support the formation of vocational competence and so that students can be more proficient and competent in

their respective fields of expertise. This vocational subject refers more to practice, not just theory there is more practice than conveying theory because in vocational learning it will be easier to understand using direct practice or facing problems directly, whereas in this vocational subject, a teacher will convey a little theory and then will practice directly the theory that has been conveyed, from here a student will pay attention and understand the activities carried out by the teacher and will practice it himself with other students.

Analysis of Assessment Planning at Vocational High School Level

Planning can be defined as a process, of making plans (Akbarturrahman, 2022). Planning is a first step before doing something, in an assessment we also need to make a plan first so that the assessment can run smoothly and be neatly arranged.

Wina Sanjaya explains that there are several benefits to assessment planning. The first is that the assessment will be more mature. Next, if you have careful planning, then all problems will be easily resolved. And it will be more proficient and easier to utilize available technology (Festiawan, 2020; Wina Sanjaya, 2013).

The Vocational High School assessment also has several important aspects that need to be analyzed in planning, such as; 1) The objective of the assessment is the initial step, and the step taken is to determine the objective of the assessment. Is the assessment to measure students' understanding, practical skills, or their progress in a specific vocational curriculum? 2) Pay attention to the Assessment Instrument by selecting or creating an appropriate assessment instrument. It can be a written exam, a practical project, a presentation, or a combination of several methods. Make sure this instrument reflects the competencies you want to measure. 3) Assessment Criteria by determining clear and objective assessment criteria. Students must know what is expected of them. It can be in the form of a rubric or assessment guide that covers aspects such as knowledge, skills, ethics, and others. 4) Frequency of Assessment by deciding how often the assessment will be carried out. This may include daily, weekly, or end-of-semester assessments. 5) Assessment Weight by setting the weight for each type of assessment. For example how important written exams are compared to practical projects. 6) Possibility of Revision by considering whether students are allowed to improve their work after receiving feedback. This can encourage deeper learning. 7) Curriculum Compliance by ensuring assessments are by applicable vocational curriculum standards. 8) Transparency by providing clear information to students about how the assessment will be carried out and how they can prepare. 9) Reporting Results by determining how to report assessment results to students, parents, and other interested parties. 10) And the last is evaluation and improvement. After each assessment cycle, evaluate the assessment process. Whether the objectives are achieved or not, whether the instrument needs to be updated or not, and whether students and teachers can utilize existing assessment results to improve learning (Dikdasmen, 2017).

Analysis of Implementation and Follow-up on Assessment Results at Vocational High School Level

Assessment is a very important part of learning. Assessment acts as a measure of how far a student's knowledge and changes have been achieved in several meetings. In learning, assessment can help a teacher when evaluating the effectiveness of the curriculum that has been implemented, material delivery strategies, and also learning activities which include knowledge, behavior, and skills. According to Arifin, assessment is referred to as a sequential, neatly arranged, and interconnected process to collect data and information about student learning processes and

outcomes which will later be used as a reference for decision-making. Assessment here is not just numbers/grades, but also in the form of a teacher's motivation for their students to face the next challenge (Zainal Arifin, 2013).

The teacher gives a final grade based on adding up the overall grades using an assessment formula that is by predetermined standards, assessing according to the assessment points, and then giving an overall grade using a weighting system. Assessment of learning outcomes is not only useful for seeing the level of student competency achievement and as a tool for compiling information on improving student learning outcomes, but is also carried out to evaluate learning activities using remedial and enrichment systems.

According to the Director General of Basic Education (2017), learning using a remedial and enrichment system is applied as a consequence of mastery learning or complete learning for individual students. Learning that uses a competency base requires students to be able to fully understand all the basic competencies in each lesson. Generally, in this case, students must be able to achieve complete learning competency at least at the lowest limit in achieving competency, especially in terms of skills and knowledge. The remedial system is given to students who have a score less than the predetermined standard, while enrichment is given to students who have reached the standard, or even exceeded it (Dikdasmen, 2017).

Based on the data that has been obtained, the teacher implements remedial activities by giving questions to students to work on and continuing to assist when working on the questions. Then enrichment activities are carried out by a teacher giving assignments which are usually in the form of projects as skills training for students who receive enrichment assignments.

Respect for Student Uniqueness and Measurement of Soft Skills

Assessments must also take into account the uniqueness of each student. In evaluating this assessment system, we find that there is concern about recognizing students' uniqueness and measuring soft skills characteristics. This reflects the understanding that each student has different potential and needs to be respected. Measuring soft skills characteristics, such as cooperation, communication, and creativity, is an important part of holistic vocational education.

Thus, in the overall evaluation of productive learning assessment systems in vocational high schools or vocational madrasah aliyah, some highlight how important factors such as transparency, relevance, variety, feedback, stakeholder participation, respect for student uniqueness, and measurement of soft skills characteristics are in ensuring the success of the assessment system. These efforts must be used as a basis for continuous improvement in efforts to achieve effective vocational education, which prepares students with skills and knowledge that are relevant to the demands of the world of work and technological developments. Continuous evaluation and corrective action are steps that need to be taken to improve the quality of education (Nurdawati, 2018).

Challenges in assessment at Vocational High Schools or Vocational Madrasah Aliyah in the context of evaluating productive learning assessment systems at Vocational High Schools or Vocational Madrasah Aliyah

Challenges are something that will happen, in school assessments there will be various kinds of challenges, such as; The obstacle in measuring practical skills, which is one of the main challenges in assessment at Vocational High School or Vocational Madrasah Aliyah, is the ability to measure students' practical skills. Many vocational subjects in Vocational High School or Vocational Madrasah Aliyah are related to physical skills, such as welding or mechanical assembly. Measuring

the quality and level of mastery of these skills with accuracy can be challenging, especially if assessments focus only on the result and do not pay attention to the learning process.

Fair weighting of grades, in evaluating the productive learning assessment system in Vocational High School or Vocational Madrasah Aliyah requires fair weighting of grades. This becomes more complicated when practical skills have to be assessed alongside theoretical aspects. Teachers must ensure that these grades reflect the balanced contribution of all assessment components and do not disadvantage particular types of assessment. Then there is variability in student abilities, where students at Vocational High School or Vocational Madrasah Aliyah have varying levels of ability, especially in practical skills. The challenge here is to assess students carefully and fairly, without excluding students who may need more support.

Constraints on resources, where schools may face constraints in terms of resources, such as equipment, materials, or facilities needed to test practical skills. These limitations may impact a school's ability to conduct appropriate assessments. Next, there is the development of appropriate assessment instruments. It is very important to develop appropriate assessment instruments to measure practical skills. Teachers need to design practical tests or projects that are relevant and valid, and this requires time and careful thought.

The use of technology in assessment, and implementation of technology in the assessment of practical skills can be challenging. The use of specialized software or equipment may require necessary investment and training. Teacher training and development, where a teacher at a Vocational High School or Vocational Madrasah Aliyah needs continuous training and development to improve their ability to design and implement effective assessments, especially in facing this particular challenge.

Of the many challenges in assessment, of course, a way is needed to face or solve these challenges. Solving these challenges involves strong collaboration between teachers, students, schools, and industry. Good assessment in productive learning at Vocational High School or Vocational Madrasah Aliyah must integrate all these elements effectively and ensure that the assessment truly reflects the skills and ethics needed by Vocational High School or Vocational Madrasah Aliyah graduates to be successful in their careers (Agustian, Nuril, Setiawan, & Suklani, 2023; Rijal, 2017).

D. CONCLUSION

Vocational High School is a secondary education institution that aims to produce alumni or graduates who are ready to work, especially in the field of expertise they have taken. Vocational schools also have an evaluation system that is carried out at the end of the learning process, where the aim is to find out how far a student understands the material that has been presented previously, not only for students, evaluation is also used to assess the curriculum, management, and management of an institution.

Planning is the first step that must be taken before the assessment process occurs. By planning before carrying out the assessment, the assessment will be more systematic and structured. After starting the planning, the next thing to do is carry out an assessment the teacher will give a final grade based on adding up the overall grades using an assessment formula that is by predetermined standards, assessing according to the assessment aspects, and then giving a final grade using a weighting system. Then a follow-up is carried out on the assessment that has been carried out, the purpose of which is to provide feedback on the assessment that has been carried out. The assessment system at the Vocational High School or Vocational Madrasah Aliyah level has various challenges, for example; Obstacles in measuring practical skills, Fair weighting of grades,

Variability in student abilities, Constraints on resources, Development of appropriate assessment instruments, Use of technology in assessment, and teacher training and development. Of the many challenges in assessment, of course, a way is needed to face or solve these challenges. Solving these challenges involves strong collaboration between teachers, students, schools, and industry.

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