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Website Based Digital Assessment Model Jogja Madrasah Digital (JMD) in Learning Evaluation in Madrasah Ibtidaiyah Negeri 1 Yogyakarta

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ABSTRACT

Purpose of the study: This study aims to identify challenges and opportunities in the Jogja Madrasah Digital (JMD) website as an assessment model in learning evaluation at Madrasah Ibtidiyah Negeri 1 Yogyakarta.

Methodology: Using descriptive qualitative research method, data were obtained through interviews, observations and literature studies.

Main Findings: The results showed that the Jogja Madrasah Ditigal (JMD) website was efficient enough to be used for assessment in learning evaluation at Madrasah Ibtidaiyah Negeri 1 Yogyakarta, but there were still technical obstacles such as lack of support for essay questions and Arabic fonts and inadequate infrastructure. Therefore, further development of the Jogja Madrasah Digital (JMD) website is needed.

Novelty/Originality of this study: This study opens new insights into the importance of integrating learning evaluation using multimedia, so that evaluation is more effective and efficient.

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1. INTRODUCTION

Learning is a process in which a person learns to gain new knowledge, attitudes, and skills. This process involves interactions between various parties, such as teachers, students, teaching aids, and teaching materials, in a learning environment. In learning, interaction is very important. Teachers and students must communicate with each other, and learning resources such as books or teaching aids must also be used.

The 21st century is referred to as the century of knowledge, knowledge-based economy, information technology, globalization, and the industrial revolution 4.0 [1]. The 21st century framework focuses on developing the skills needed by students to enter the future workforce. Therefore, educators need to evaluate whether current competencies and learning are designed to achieve these goals. Students need to be equipped with 21st century skills, such as learning skills (creativity, innovation, critical thinking, problem solving, communication, and collaboration), literacy skills (information literacy, media literacy, and ICT literacy), and life skills (flexibility, adaptation, initiative, social skills, productivity, leadership, and responsibility) [2]. According to Puteri et al., [3] the goal of 21st century education is to prepare students to face real-world challenges and contribute actively. Learning and assessment must be designed to meet these needs.

The challenge facing the world of education today is being able to coexist with technological advances [4], information can be accessed through various platforms, one of which is a website. A website is a collection

of pages containing various types of information, both fixed (static) and changing (dynamic). These pages are interconnected through a network called a hyperlink. Currently, websites have become the main tool for many people to search for information [5]. Therefore, websites are considered very helpful in the learning process. Learning that uses websites is known as website-based learning, and this is one form of electronic learning or e-learning.

In the learning process, assessment is one of the important aspects that need to be considered [6]. This assessment plays a significant role in supporting the achievement of learning objectives. As part of this process, website-based assessment can be a solution to present more interesting and interactive data [7]. So far, assessments carried out by teachers tend to be monotonous and less varied, so that students are often less motivated to follow them.

Assessment in learning is one of the efforts made by educators to obtain information about student development [8]. This information can be used as a basis for educators in making decisions to design the next learning steps. Assessment is also part of the reflection process in understanding student progress [7]. Currently, various digital technology innovations have been utilized in learning, including the use of the Jogja Madrasah Digital website. This platform is designed to support a more interactive and efficient assessment process. With the available features, Jogja Madrasah Digital is able to present an interesting assessment atmosphere while helping to achieve learning goals more effectively.

Several studies that are in line with this research include research conducted by Annisa et al. [9] on the application of the ASSURE model using a digital pocket book application via a website in learning news texts for class VII junior high school students, showing that the application of the ASSURE model for digital pocket book learning media for class VII junior high school news texts can be said to be effective.

Furthermore, research conducted by Dian and Yari [10] developed a website-based PAUD principal managerial supervision assessment instrument. The results of this study indicate that the Principal Supervision Website-Based Managerial Supervision Assessment Instrument (InPeSiM) along with its usage guidelines for Supervisors and Principals have been declared very complete and feasible based on expert validation results. In the field trial, the Supervisor assessed that this product was very effective and suitable for use in managerial supervision activities.

Next is the research conducted by Esty, Andi, and Pujiyati [11] on wordwall: innovation of cognitive assessment learning media to improve critical thinking skills of elementary madrasah students. Wordwall is an online website-based application that can be used by teachers as one of the media in evaluation. The results of the study revealed that Wordwall can be used as a medium to measure cognitive abilities while supporting the development of high-level thinking skills in Islamic elementary school students.

Although the digitalization of education has been widely developed in madrasahs, especially through platforms such as Jogja Madrasah Digital (JMD), its use as a digital assessment model has not been studied in depth, especially in the context of implementing learning evaluation at the elementary madrasah level. Previous studies have focused more on aspects of technology use in general, not specifically in the context of formative or summative assessments. In addition, there have not been many studies that review the extent to which JMD digital assessments are effective in measuring student learning outcomes and assisting teachers in making learning decisions. In Madrasah Ibtidaiyah Negeri 1 Yogyakarta itself, there has not been a comprehensive study on the implementation, advantages, obstacles, and impacts of Jogja Madrasah Digital digital assessments on the effectiveness of learning evaluations. This is the gap that needs to be bridged through this research.

This research is important to do because assessment is a crucial component in determining the success of the learning process. In the context of 21st century education, the need for a fast, accurate, and technology-based evaluation system is very urgent, especially in supporting the achievement of an adaptive and participatory independent curriculum. The Jogja Madrasah Digital platform as a local digital system specifically designed for madrasas in DIY, has great potential to support the ICT-based assessment process. However, without in-depth academic study, its utilization can be less than optimal. Therefore, this research will provide a real contribution in developing a responsive, adaptive, and relevant learning evaluation system to the needs of students and teachers in madrasas, especially in Madrasah Ibtidaiyah Negeri 1 Yogyakarta.

To answer the problems in this study, the approach that will be used is descriptive-qualitative analysis, focusing on three main aspects: (1) implementation of the JMD-based digital assessment model, (2) teacher and student perceptions of the effectiveness of use, and (3) advantages and technical constraints faced in practice. Data will be collected through observation, interviews, and documentation (or accompanied by questionnaires if the approach is quantitative). The results of the analysis are expected to be able to provide recommendations for strategies to optimize this digital assessment model, for example in the form of feature development, teacher training, or integration of digital assessments in learning planning. This study also has the potential to produce a digital assessment model framework that is applicable and can be replicated in other madrasas in the DIY or national region.

2. RESEARCH METHOD

This study uses a descriptive qualitative research method, namely understanding in depth about a phenomenon, without using numbers or statistics [12]. This approach was chosen to describe in depth the phenomenon of using a digital assessment model based on the Jogja Madrasah Digital (JMD) website in evaluating learning at MIN 1 Yogyakarta. Qualitative research is naturalistic and emphasizes understanding the meaning, process, and experience of research subjects in a natural context, without using statistical calculations. Therefore, the main focus of this study is to describe in detail how JMD is implemented in the context of assessment learning, the challenges faced, and the opportunities that are possible from its use.

The population in this study included all teachers and upper grade students (grades 4, 5, and 6) at Madrasah Ibtidaiyah Negeri 1 Yogyakarta. For the purpose of this study, the researcher used a purposive sampling technique, namely the selection of samples based on certain considerations. The teachers selected were those who were directly involved in using the JMD platform for assessment, while the students who became respondents were those who had taken the digital assessment through the platform.

In data collection, researchers used several research instruments, namely interview guidelines, observation sheets, and documentation. Interview guidelines were used to obtain in-depth information from teachers and students about experiences, perceptions, and obstacles to using JMD [13]. Observation sheets were used to directly record the practice of implementing digital assessments in the classroom. The documentation collected included assessment results, JMD platform displays, and teacher notes related to the implementation of learning evaluations [13].

Data collection techniques were carried out in three main ways. First, in-depth interviews were conducted with teachers and students who were directly involved in the implementation of JMD-based assessments. Second, direct observation was conducted during the assessment activities to see the interaction between teachers, students, and the JMD system. Third, researchers conducted a documentation study of various supporting documents, such as student assessment results, digital platform displays, and madrasah policy documents related to the use of technology in learning.

The collected data were then analyzed using the Miles and Huberman data analysis model, which includes three stages: data reduction, data presentation, and drawing conclusions [14]. Data reduction is done by selecting data that is relevant and significant to the focus of the research. Furthermore, the data is presented in the form of descriptive narratives to make it easier to correct. Finally, conclusions are drawn as an effort to answer the problems that have been set. To ensure the validity of the data, the researcher also used triangulation techniques, namely comparing and confirming data from various sources (teachers, students, and documents).

The research procedure starts from the planning stage which includes the preparation of research design and preparation of instruments. The second stage is the implementation of data collection through interviews, observations, and documentation at the research location. Furthermore, the researcher analyzes the data obtained to find patterns and meanings of the phenomena being studied. The final stage is the preparation of the research report and the preparation of recommendations related to optimizing the use of the JMD digital assessment model in learning evaluation.

3. RESULTS AND DISCUSSION

3.1. Implementation of the Jogja Madrasah Digital (JMD) Website

The use of websites has become a basic need for educational units, not only to meet national policies on Information and Communication Technology (ICT), but also to facilitate internal and external information exchange. Therefore, the use of websites must be integrated into the learning process, which is the core of school activities. Teachers must be able to utilize school websites effectively and develop web-based learning innovations. A website is a collection of connected files or documents that can be accessed globally via the internet. These documents, called web pages, are connected via links that allow users to move between pages easily [15].

Jogja Madrasah Digital (JMD) is an innovation in the form of a learning system in the form of a website from the Ministry of Religion in dealing with the pandemic that is still in effect [16]. The Jogja Madrasah Digital website of Madrasah Ibtidaiyah Negeri 1 Yogyakarta provides a number of features designed to support the digital learning process. One of them is the assessment system feature, this feature facilitates the competency-based assessment process and grade administration more easily and efficiently. Teachers can input grades for assignments, exams, and provide direct feedback to students through the system. In addition, parents can also monitor the development of their children's grades in real-time, so that more transparent communication is established and collaboration is supported in the education process.

Based on the results of interviews with teachers of Madrasah Ibtidaiyah Negeri 1 Yogyakarta, the use of JMD in Madrasah Ibstidaiyah Negeri 1 Yogyakarta is more focused on assessments that are carried out twice a year on a schedule. This website helps teachers manage and process assessment results faster, without having to do manual calculations for multiple-choice questions. In line with the opinion Ilham et al., [17] that the use of

multimedia in the learning process can help increase students' interest in learning, facilitate understanding of concepts, and support various learning styles. This also facilitates collaboration and makes it easier for teachers to present materials effectively.

3.2. Basic Concepts of Learning Assessment and Evaluation

Assessment and evaluation are often used interchangeably, but they have different meanings. Assessment is a method for monitoring the process and development of student learning on an ongoing basis. Assessment provides immediate and ongoing feedback to improve the quality of learning. Assessment is a process that involves collecting information and analyzing the needs, strengths, performance, and results of student development and learning in activities at educational institutions [17]. The term assessment covers all processes used to evaluate student performance, both individually and in groups. In general, assessment involves various sources of information related to cognitive, behavioral, and skill aspects of students, or can also refer to certain tools or instruments used in the evaluation process [18].

In addition, Wiggins in Agustianti et al., [18] stated that assessment is a tool that systematically helps educators monitor student development. Therefore, assessment should be an integrated part of the learning process, not something separate. With assessment, teachers can identify the limits of material that has been mastered and monitor the development of the material [19]. Assessment not only functions to assess learning outcomes, but also to evaluate the learning process and student development. Meanwhile, evaluation is a procedure used to measure something based on established rules and methods [20]. Etymologically, the word "evaluation" comes from the English word "Evaluation," which comes from the root word "Value," which means value or price [21]. Evaluation is a systematic process carried out to determine value based on established standards, by comparing results with certain criteria.

The scope of assessment in the context of learning is only related to individual students in the classroom. According to Hastuti and Marzuki [22], one way that educators can measure the results achieved in the learning process is through evaluation. In daily activities, it is important to carry out measurements and assessments, especially when the learning process is seen as an effort to change student behavior. The role of evaluation and assessment in learning is very important, because it helps collect, analyze, and interpret information to determine the level of achievement of learning objectives [23]. To ensure that the process carried out is in accordance with the objectives, feedback is needed.

Meanwhile, the scope of evaluation includes all components in the learning program, such as input, process, and output [24]. In the learning process, the scope of evaluation involves various elements, such as students, educators (teachers), curriculum, facilities and infrastructure, learning media, classroom climate, and so on [22]. Based on the definition and scope, it can be concluded that tests, measurements, assessments, and evaluations have a hierarchical nature. In sequence, before the evaluation is carried out, it must begin with an assessment, the assessment must begin with a measurement, and one of the main measuring instruments is a test.

Thus, educators need to know and understand the extent of success in the teaching process that has been implemented, in order to improve and direct the implementation of learning. To obtain the right decision, a learning evaluation process is needed. The results of the evaluation can be used to identify and improve the way students learn in the learning process [25]. In order for the evaluation to be carried out in a timely manner, with useful and directed results, it is necessary to follow the following steps.

In the context of assessment and evaluation, Hernawati [26] in her research stated that web-based evaluation or testing offers various conveniences, including in the context of evaluation in schools. With this system, the assessment process can be carried out interactively and interestingly for students [27]. Evaluation can be carried out simultaneously in various classes or locations, even if students are in distant places. This can also reduce operational costs, because it does not require the physical procurement of exam papers or the direct presence of all students in one particular place. Thus, the author concludes that the website can be used as an effective media in conducting assessments and evaluations of the learning process. Through the website, teachers can compile and administer questions, monitor student progress, and provide constructive feedback.

This study found that the use of Jogja Madrasah Digital (JMD) at Madrasah Ibtidaiyah Negeri 1 Yogyakarta has made a positive contribution to the learning assessment process. Teachers at this madrasah use JMD to conduct assessments twice a year, especially in the form of multiple-choice questions. This system makes it easier for teachers to manage grades, avoid manual calculation errors, and speed up the evaluation process. In addition, assessment results can be monitored directly by parents, which supports transparency in learning. However, there are still significant technical constraints, such as the unavailability of essay question analysis features and the absence of Arabic font support. These constraints are in line with Nusaibah's findings which show that the digital assessment system in madrasas still faces obstacles in format and feature compatibility [28].

Teachers and students continue to show high enthusiasm for the use of JMD. Digital media like this are considered more interesting than manual methods, supporting a more interactive learning experience. This is reinforced by the findings in the Wordwall study by Esty, Andi, and Pujiyati which showed that application-based assessments can improve MI students' critical thinking skills through fun and flexible media [11].

This finding is also in line with a study by Dian and Yari on the development of a website-based PAUD principal managerial supervision assessment instrument, which shows that a digital system is able to simplify the administration and assessment process as long as the system features are complete and user-friendly [10]. Furthermore, in the context of model development, Saidah in her research emphasized that website-based learning media not only supports improving learning outcomes, but also increases student motivation to learn independently and actively [5].

Unfortunately, the use of Jogja Madrasah Digital is still limited to summative assessments, while its use for formative assessments has not been optimal due to limited infrastructure and access to digital devices, especially for students at home. Computer labs are only used for high classes, so digital learning is not evenly distributed at all levels.

3.3. Challenges and Opportunities of the Jogja Madrasah Digital (JMD) Website as an Alternative Assessment in Learning

a. Challenges

Jogja Madrasah Digital (JMD) is an innovation of the learning system from the Ministry of Religion in dealing with the pandemic that is still in effect. Based on the results of interviews conducted by researchers with teachers, several challenges were found in the implementation of Jogja Madrasah Digital (JMD) at Madrasah Ibtidaiyah Negeri 1 Yogyakarta covering several aspects that affect the effectiveness of its use, both from the perspective of teachers, students, and parents. One of the main challenges lies in the limitations of the system in conducting assessment analysis.

Based on the results of interviews with teachers at Madrasah Ibtidaiyah Negeri 1 Yogyakarta [29], the use of JMD at Madrasah Ibtidaiyah Negeri 1 Yogyakarta is more focused on assessments conducted twice a year on a schedule. This website helps teachers manage and process assessment results more quickly, without having to do manual calculations for multiple choice questions.

However, the Jogja Madrasah Digital (JMD) website is currently unable to process and analyze questions in essay form automatically. This certainly reduces the efficiency of its function because teachers must perform the analysis manually, which of course takes time and effort. In fact, essay questions have an important role in assessing students' critical thinking skills and in providing a more in-depth assessment compared to multiple-choice questions.

In addition, Jogja Madrasah Digital (JMD) is also not equipped with features that support the use of Arabic fonts. This deficiency is an obstacle for subjects that require writing Arabic letters, such as learning Arabic and other religious subjects. Without the support of this feature, teachers and students must use more complicated alternative methods, which can reduce the effectiveness of the learning process and hinder students' understanding of the material.

According to teachers, students' enthusiasm for JMD-based assessments is quite high, but infrastructure limitations such as inadequate devices are also obstacles at Madrasah Ibtidaiyah Negeri 1 Yogyakarta. Students can only access JMD through school computers, and its use is limited to grades 4, 5, and 6. This makes the use of JMD for daily learning and assessment processes less than optimal.

According to the teacher, overall Jogja Madrasah Digital can create better learning quality at Madrasah Ibtidaiyah Negeri 1 Yogyakarta, especially in terms of providing additional materials and assessments. However, technical challenges such as limited essay features, Arabic font support, and limited infrastructure, need to be addressed immediately so that the positive impact of Jogja Madrasah Digital can be felt more widely, both by students, teachers, and parents.

b. Opportunities

Based on the results of interviews with teachers, researchers found several opportunities that could be utilized in the implementation of Jogja Madrasah Digital (JMD): First, improving assessment efficiency, although limited to essay questions, JMD makes it easier for teachers to manage and process multiple-choice assessment results, so that the assessment process is more efficient and faster. Second, ongoing teacher training, teachers receive training in using JMD, which increases their competence in utilizing technology in learning. This opens up opportunities for teachers to continue to innovate in their teaching methods. Third, the potential for feature development, with room for further development, such as adding Arabic font support and increasing interaction between teachers and parents, JMD has the potential to become a more comprehensive platform and support the education process as a whole.

As per Laras and Yeni [30], every feature and facility and infrastructure available on a website requires updating and improving quality so that the learning and evaluation process can take place more efficiently. These opportunities show that JMD can continue to develop and provide a greater positive impact if utilized optimally. Considering that learning using a website or JMD as a learning medium or assessment model can increase participants' interest in learning [31].

This study provides important implications for the development of learning evaluation systems in madrasahs, especially in the context of utilizing digital technology. The discovery of the effectiveness of using

Jogja Madrasah Digital (JMD) as an assessment tool shows that technology integration can help teachers manage assessments more efficiently and accurately. Other implications are the need to improve teacher competence in utilizing digital assessment technology, as well as the need for policy support from related institutions to encourage the adoption of digital assessment models in other madrasahs. In addition, with the Jogja Madrasah Digital-based assessment, communication relationships between teachers, students, and parents become more transparent and collaborative, supporting the creation of more participatory and accountable learning.

This study has several limitations that need to be considered. First, the scope of the study is limited to one madrasah, namely Madrasah Ibtidaiyah Negeri 1 Yogyakarta, so the generalization of the research results to other madrasahs still needs to be studied further. Second, this study only uses a descriptive qualitative approach without involving quantitative data that can strengthen the validity of the generalization of the findings. Third, the assessment studied focuses more on the use of Jogja Madrasah Digital in the form of multiple-choice questions, while the essay features and system analysis capabilities have not run optimally and have not been the focus of in-depth analysis.

For future research, it is recommended that the scope of the study be expanded to other madrasahs, both within the Ministry of Religious Affairs and public schools that are starting to adopt similar digital platforms. Research should also use a mixed methods approach in order to combine the strengths of qualitative and quantitative data. In addition, further studies are needed on the development of JMD technical features, such as essay question analysis capabilities, Arabic font integration, and other interactive features. Further research is also expected to explore the impact of using Jogja Madrasah Digital on improving student learning outcomes comprehensively, both in cognitive, affective, and psychomotor aspects.

4. CONCLUSION

In general, Jogja Madrasah Digital is quite effective for implementing digital assessments, especially in the form of multiple-choice questions that make it easier for teachers to manage grades quickly and efficiently. This platform is also able to support grade transparency through access features for parents. However, there are several technical constraints such as the lack of automatic analysis features for essay questions and suboptimal Arabic font support, thus limiting the full use of Jogja Madrasah Digital, especially for religious text-based lessons. On the other hand, teachers and students have shown a positive response to the use of Jogja Madrasah Digital, so this platform has great potential to be further developed as a digital assessment model for madrasas. As a recommendation, Jogja Madrasah Digital developers are advised to add supporting features such as automatic essay analysis and Arabic fonts, and the government and madrasas need to improve teacher training and infrastructure provision so that the use of digital assessments can run more evenly and optimally at all class levels.

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