IMPLEMENTATION OF THE MADRASAH EXAM USING THE TC-EXAM APPLICATION AT MTSN 1 PALANGKA RAYA

Daniel Maulana[1], Mukhlis Rohmadi[2], Setria Utama Rizal[3]
[1,2,3]Institut Agama Islam Negeri Palangkaraya, Central Kalimantan, Indonesia

Abstract

This study is based on the problem of madrasah exams that cannot be conducted directly or in writing due to the impact of covid-19 which requires the implementation of madrasah exams to be conducted online. So that madrasah exams are conducted online using TCExam application conducted in MTsN 1 Palangka Raya and what obstacles occur and how the implementation of madrasah exams using the TCExam application is specifically on madrasah exams in the religious field studied. The purpose of this research is to describe the planning of madrasah exam implementation using TCExam application in the religious field, constraints in the implementation of madrasah exams using TCExam application in the religious field and students' response to the implementation of madrasah exams using the TCExam application. The research used in this study is descriptive qualitative research. The place of this research is MTsN 1 Palangka Raya. The subjects of this study were the Head of Madrasah, Wakamad curriculum, Operator, and Teacher of Religious Affairs. Data collection using interview techniques and documentation. Data analysis is done by collecting data, presenting and drawing conclusions. The validity of the data is done using triangulation of sources and techniques. The results of this study show that 1. Planning the implementation of madrasah exams using TCExam application in the field of religion in MTsN 1 Palangka Raya, namely the simulation and explanation from the operator to teachers for the use of TCExam application. 2. Implementation of madrasah exams using TCExam application. 3. Constraints in the implementation of madrasah exams using tcexam application in the field of religion in MTsN 1 Palangka Raya namely in students who are sometimes late to log in madrasah exams using the TCExam application, further constraints in the internet network of students are unstable and also in the implementation of madrasah exams using the online TCExam application is another obstacle also that students can commit fraud or cheating in this case the role of parents is very important to supervise students in the

implementation of online madrasah exams using the TCExam application.

Coresponding Author:
Daniel Maulana
Institut Agama Islam Negeri Palangkaraya, Central Kalimantan, Indonesia
Jl. Menteng, Jekan Raya, Palangka Raya City, Central Kalimantan 73112
danilmaulana250@gmail.com

INTRODUCTION

Education in Indonesia is currently experiencing an unfavorable condition caused by a virus originating from Wuhan, China, called Corona Virus Diseases (Covid-19). Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory distress such as fever, cough, and shortness of breath (Safitri, 2020). As a result of the COVID-19 pandemic, various policies have been implemented to break the chain of the spread of the COVID-19 virus in Indonesia. One of the efforts made by the government in Indonesia is to apply an appeal to the public to practice physical distancing, namely a request to maintain distance between people, stay away from activities in all forms of crowds, associations, and avoid gatherings that involve many people. This effort is aimed at the community so that it can be done to break the chain of the spread of the COVID-19 pandemic that is currently happening (Siahaan, 2020). In current conditions, educators or teachers must change learning to online or through online media (Nissa, 2020). This pandemic has resulted in learning to be carried out online to prevent transmission. Online learning is one of the online learning methods or is carried out through the internet network (Taradisa, 2020).

The educational situation during the COVID-19 pandemic has its obstacles and challenges for both teachers and students. In today's conditions, teachers must change learning from face-to-face to online through online media (Nissa, 2020). As an educator, of course, you have a responsibility for the learning process of your students. Still, as a result of the covid-19 pandemic and the enactment of the WFH policy, the learning process is also affected due to several things that become obstacles for teachers to carry out the online learning process (Saleh, 2020). One of how distance learning is carried out is by applying online or online knowledge (Argaheni, 2020).

Online learning is one way to overcome educational problems regarding the implementation of learning. The definition of online learning is a learning method that uses an Internet-based interactive model and a Learning Management System (LMS) (Malyana, 2020). Online learning certainly poses a challenge to teachers because this learning model requires creativity and

teacher skills in using technology. In addition, the effectiveness of the implementation of learning is also supported by students' ability to access applications. The role of parents greatly supports the continuity of the learning process (Aminullah, 2021). Of course, it isn't easy to apply the paper-based test model, and of course, the direct test cannot be used and requires breakthroughs for the implementation of the test. Another problem is the paper-based test model or direct test, so, of course, the performance of this test has many shortcomings and is affected by the spread of COVID-19 (Saraswati & Putra, 2015). Therefore, to overcome this problem, we need alternative problem solving; in evaluating or assessing student learning outcomes, it is better to base the assessment directly and pay attention to the factors that influence it. Schools or madrasas should use assessments such as computer-based testing or abbreviated CBT based on the TCExam application to be effective in its implementation.

At MTsN 1 Palangka Raya, the madrasa exam was carried out using the TCExam application due to the impact of covid-19. The madrasa exam implementation could no longer be carried out using a paper-based test or direct assessment model, but the madrasa exam had to be online using the TCExam application, but it is not yet known what the obstacles in implementing the Madrasah Exam using the TCExam application are. The TCExam application at MTsN 1 Palangka Raya is used for madrasa exams in various subjects, including religion. Still, it is not yet known what obstacles are faced and how students respond to using the TCExam application to implement the madrasa exam. TCExam is an application that can help teachers in making computer-based tests. TCExam is open, meaning that it can be used freely or free of charge. For schools that use TCExam is a plus. Students can practice using computer-based tests in preparation for national exams. Teachers can create questions based on various modules and topics. The stored questions can be used as multiple types of tests: daily tests, midterms, semesters, grade promotions, school entrance tests, school exams, tryouts, and others. TCExam can be used on localhost or online (Eduka, 2015).

METHOD

This research is field research that uses a qualitative approach with descriptive analysis research methods. Descriptive is an attempt to describe a problem that exists now based on data; besides that, it also presents data, analyzes data, and interprets, according to Moh. Nazir (Hartono, 2019) this research belongs to the qualitative research group, namely: "Qualitative research methods are fact-finding with the correct interpretation to describe existing phenomena, which takes place systematically. Descriptive qualitative research is a method that represents a particular state of objects or events based on visible or proper facts, which is then accompanied by efforts to draw general conclusions based on historical facts (Noor, 2019).

Data collection techniques used Interviews from researchers to madrasa principals, operators, and teachers in the religious field to obtain information about planning, implementation, and obstacles in the madrasa exam using the TCExam application in the spiritual field MTsN 1 Palangka Raya. Observations were made to observe the server where the madrasa exam was conducted utilizing the TCExam application. In the documentation, researchers investigate written objects such as informant data, which can support the results of research analysis.

RESULT AND DISCUSSION

Planning for the Implementation of Madrasah Examinations Using the TCExam Application in the Religious Sector at MTsN 1 Palangka Raya

The educational situation during the COVID-19 pandemic has its obstacles and challenges for both teachers and students. Both in terms of teaching and learning activities and previously offline exams became online (Nissa, 2020). Therefore, to overcome this problem, we need alternative problem-solving. In evaluating or assessing student learning outcomes, it is better to base the assessment directly and pay attention to the factors that influence it. Schools or madrasas should use assessments such as computer-based testing or abbreviated CBT based on the TCExam application to be effective in its implementation. At MTsN 1 Palangka Raya using the TCExam application to implement the madrasa exam, of course, begins with planning. According to the Big Indonesian Dictionary, planning comes from the preliminary word plan, which means concept, design, or program, and planning means process, action, and planning. In addition, plans can be interpreted as making decisions about what must be done to achieve goals.

Planning comes from the word plan, which means the design or framework of something to be done. From this simple understanding, several essential components can be described, namely goals (what you want to achieve), activities (actions to realize dreams), and time (when these activities are to be carried out) (Taawoeda, 2021). Planning is an effort in selecting and connecting facts and making and using assumptions about the future by describing and formulating the activities needed to achieve the desired results (Murtiningrum, 2019). Planning for madrasah exams using the TCExam application, TCExam is a free software application that allows administrators to create, schedule, and submit homework online. TCExam is also able to rate and evaluate reading automatically. TCExam is divided into two main sections: public and administrative. The general area is where users perform tests or assignments. The administration part consists of an interface that controls the system, including user and database management, test creation, and results (Ismail, 2014).

Based on the results of interviews that RS has revealed, MS, KN, RD, SH, and MA that the implementation of the madrasa exam using the TCExam application begins with planning, namely a simulation of the use of the

TCExam application, then the questions are inputted, and those who input the questions are the respective teachers. In each religious field, the supervision of the madrasa exam is supervised by the operator.
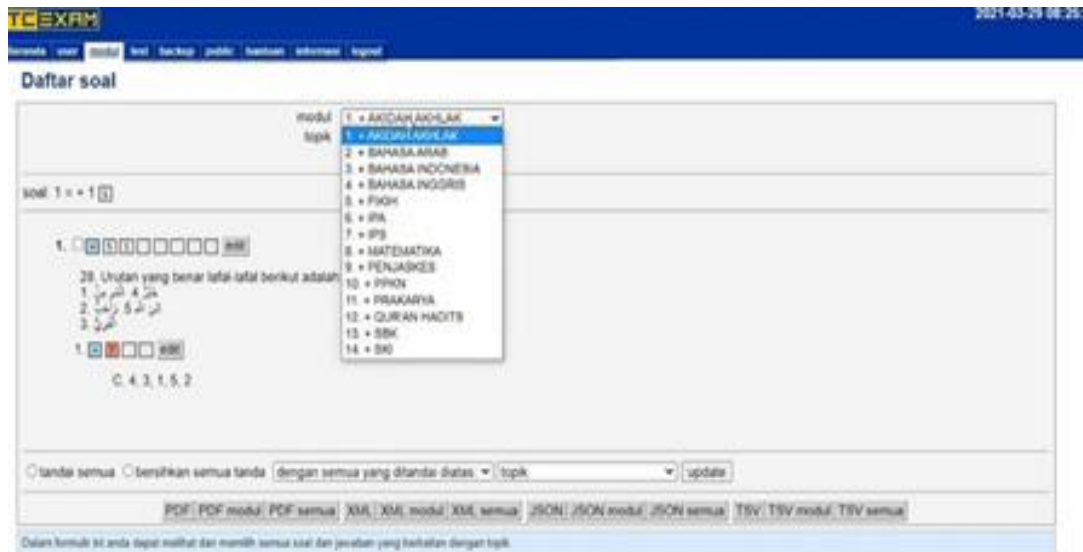

Figure 1. Inputting questions using the TCExam application

Implementation of Madrasah Exams Using the TCExam Application in the Religious Field at MTsN 1 Palangka Raya

Based on research by (Utomo & Purba, 2021), during a pandemic like this, the role of technological progress and the use of learning media in educational institutions is very important, where the entire learning system is no longer implemented face-to-face and is shifted to an online system including the implementation of exams for students. All student. The exam is not allowed to be carried out manually, and the exam must be carried out online, with the background being the spread of the virus. The meaning of implementation in the KBBI is the process, method, act of implementing (design, decision, and so on). Meanwhile, according to the Big Indonesian Dictionary (KBBI), the meaning of the word exam is something that is used to test the quality of something (intelligence, ability, learning outcomes, and so on). Implementation is the efforts made to implement all the plans and policies that have been formulated and determined (Hertanti, 2019).

The application used in the implementation of this madrasa exam is TCExam. TCExam (www.tcexam.org) is an open-source system for electronic tests (also known as CBA-Computer Based Assessment, CAT-Computer Based Test, or e-exam) that enables educators and trainers to create, schedule, administer and report quizzes and tests (Maulana & Wilantika, 2109). TCExam is an Open Source electronic testing system, which allows you to create, apply, and distribute online quizzes and tests, as well as receive reports after quizzes or tests are completed. In the TCExam system, all testing phases are performed

automatically: creating tests, scheduling them, distributing, and collecting reports. This system is easy to use, has no special (high) hardware requirements, and does not require the use of other software, both commercial and non-commercial (Kovačević, 2017).

The implementation of the madrasa exam using the TCExam application in the religious field at MTsN 1 Palangka Raya began with the madrasa head, Mrs. RS, before the madrasa exam was carried out. The implementation of the madrasa exam using the TCExam application, the first is the supervision of student attendance by the madrasa principal after the student logs in then rechecked by Mr. MS as the operator on the user section of students who have logged in and have started answering madrasa exam questions, and if it takes 30 minutes some students have not logged in or has not begun answering the madrasa exam questions will be found out. Then the homeroom teacher will contact students who have not logged in or have not started the madrasa exam. In the implementation of the madrasa exam, the students' time to work is 90 minutes for 50 questions, and each student will have different questions from other students. This allows students not to cheat or cheat when the madrasa exam is carried out.

The role of the operator is significant in the implementation of the madrasa exam, and this is supported by the results of research (Susilowati & Hidayat, 2018) that the role of a vital operator starts from managing users, managing classes, exam management and storing and processing scores can be done more efficiently, quickly and efficiently with a more guaranteed level of security.

Obstacles in the Implementation of Madrasah Exams Using the TCExam Application in the Religious Sector at MTsN 1 Palangka Raya

In the Big Indonesian Dictionary, constraints mean obstacles, obstacles, factors, or conditions that limit, hinder, or prevent the achievement of goals; the force that forces the cancellation of the implementation (Hasan, 2013). Constraints are a condition where symptoms or obstacles, and difficulties become a barrier to achieving a desire (Soewarno, 2016). Several factors became obstacles in implementing the madrasa exam using the TCExam application in the religious field at MTsN 1 Palangka Raya, namely based on research findings on the economic level of parents/guardians of students in 2020/2021 middle to upper with 88% and middle to lower 12% to overcome obstacles for students who cannot take the madrasa exam using the TCExam application from home, the school provides a solution by way of the student taking the madrasa exam from the school.

The obstacles faced in implementing the madrasa exam using the TCExam application are that students are sometimes late to log in to the madrasa exam using the TCExam application and the student's internet network factor. This is supported by research by (Hutauruk & Sidabutar, 2020). Network constraints have an effect during online learning, especially in terms

of internet connection constraints. And also, in implementing madrasa exams using the TCExam online application, another obstacle is that students can cheat or cheat. In this case, the role of parents is significant to supervise students in conducting online madrasa exams using the TCExam application.

Based on the results of the research described above, it can be concluded that the implementation of the madrasa exam using the TCExam application at MTsN 1 Palangka Raya begins with planning for the performance of the madrasa exam using the TCExam application, namely a simulation of the use of the TCExam application, then inputting the questions and inputting the questions is the teacher In each religious field, the supervision of the madrasa exam is supervised by the operator. Then the implementation of the madrasa exam using the TCExam application. The first is the supervision of student attendance by the madrasa principal after the student logs in then it is rechecked by the operator on the student user section who has logged in and has started to answer the madrasa exam questions, and if it takes up to 30 minutes some students have not logged in or have not to start answering the madrasa exam questions will be found out, and then the homeroom will contact students who have not logged in or have not started the madrasa exam. In the implementation of the madrasa exam, the students' time to work is 90 minutes for 50 questions, and each student will have different questions from other students. Furthermore, the obstacle in implementing the madrasa exam using the TCExam application at MTsN 1 Palangka Raya is that the problem is only on the internet network. The rest of the madrasa exam using the TCExam application has been used and implemented correctly. And also, in implementing madrasa exams using the TCExam online application, another obstacle is that students can cheat or cheat. In this case, the role of parents is significant to supervise students in conducting online madrasa exams using the TCExam application.

REFERENCE

Aminullah. (2021). *Proses Pembelajaran Selama Masa Pandami Covid 19* (Studi Pelaksanaan PLP Dasar), 3, 21–26.

Argaheni, N. B. (2020). Sistematik Review: Dampak Perkuliahan Daring Saat Pandemi Covid-19 Terhadap Mahasiswa Indonesia. Placentum: *Jurnal Ilmiah Kesehatan Dan Aplikasinya*, 8(2), 99.

Eduka, D. (2015). *Tcexam*. https://deltaeduka.wordpress.com/2015/12/27/apa-itu-tcexam/

Hartono. (2019). Penerapan Evaluasi Pembelajaran Pendidikan Agama Islam Kurikulum 2013 Di Sekolah Dasar Negeri Pulang Pisau 1 Kabupaten Pulang Pisau. Iain Palangka Raya.

Hasan, F. (2013). Pelaksanaan Dan Kendala – Kendala Yang Dihadapi Guru

Sejarah Dalam Menilai Aspek Afektif Pada Pembelajaran Sejarah Di SMA Negeri 1 Wiradesa Kabupaten Pekalongan Tahun Ajaran 2014 – 2015, 1–16.

Hertanti, S. (2019). Pelaksanaan Program Karang Taruna Dalam Upaya Meningkatkan Pembangunan Di Desa Cintaratu Kecamatan Parigi Kabupaten Pangandaran. *Jurnal Moderat*, 5(3), 305–315. https://jurnal.unigal.ac.id/index.php/moderat

Hutauruk, A., & Sidabutar, R. (2020). Kendala Pembelajaran Daring Selama Masa Pandemi Di Kalangan Mahasiswa Pendidikan Matematika: Kajian Kualiatatif Deskriptif. *Journal Of Mathematics Education And Applied*, 02(01), 45–51.

Ismail, M. (2014). "The Development Of A Web-Based Homework System (WBH) Via Tcexam ," 5(15), 249–255. https://doi.org/10.5901/mjss.2014.v5n15p249

Kovačević, D. (2017). Tcexam Dan Kemungkinan Penerapannya Dalam Pengajaran Profesi Bahasa Inggris, 16(March), 274–278.

Malyana, A. (2020). Pelaksanaan Pembelajaran Daring Dan Luring Dengan Metode Bimbingan Berkelanjutan Pada Guru Sekolah Dasar Di Teluk Betung Utara Bandar Lampung. *Pedagogia: Jurnal Ilmiah Pendidikan Dasar Indonesia*, 2(1), 67–76. https://doi.org/10.52217/pedagogia.v2i1.640

Maulana, A. C., & Wilantika, N. (2109). Sistem Tes Berbasis Komputer Untuk Seleksi Mitra Badan Pusat Statistik, 739–749.

Murtiningrum, F. (2019). Perencanaan Pengembangan Kawasan Berbasis Pemberdayaan, (02).

Nissa, M. H. A. (2020). Efektivitas Hasil Pembelajaran Di Era Pandemi Covid-19 Siswa Kelas Vii Smp Muhammadiyah Ahmad Dahlan Sukoharjo Semester Genap Tahun Pelajaran 2019/2020. *Laporan Akhir Skripsi*, 1(1), 1–15.

Noor, S. A. (2019). *Penerapan Media Flash Card Dalam Pembelajaran Membaca Pada Siswa Kelas 1 Di SDN 3 Tanjung Pinang Palangka Raya*. Institut Agama Islam Negeri Palangka Raya.

Safitri, G. N. (2020). Dampak Pandemi Covid-19 Terhadap Penerapan Pembelajaran Daring Di Sekolah Dasar. *Journal Of Chemical Information And Modeling*, 53(9), 1689–1699.

Saleh, A. M. (2020). Problematika Kebijakan Pendidikan Di Tengah Pandemi Dan Dampaknya Terhadap Proses Pembelajaran Di Indonesia. *Jurnal Pendidikan*, 2(2), 24–24.

Saraswati, N. W. S., & Putra, D. M. D. U. (2015). *Sistem Ujian Online Berbasis Website*. S@Cies, 6(1), 21–30. https://doi.org/10.31598/sacies.v6i1.78

Siahaan, M. (2020). Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan.

Jurnal Kajian Ilmiah, 1(1), 73–80. https://doi.org/10.31599/jki.v1i1.265

Soewarno. (2016). Kendala-Kendala Yang Dihadapi Guru Dalammemanfaatkan Media Berbasis Komputer Di SD Negeri 10 Banda Aceh. J*urnal Ilmiah Mahasiswa Prodi PGSD FKIP Unsyiah*, 1(1), 21–30.

Susilowati, S., & Hidayat, T. (2018). Rancang Bangun Sistem Informasi Ujian Online (Studi Kasus Pada Sman 58 Jakarta). *Jurnal Teknik Komputer*, 4(1), 30–36.

Taawoeda, D. (2021). Perencanaan Pembangunan Melalui Musrenbang Di Desa Arangkaa Kecamatan Gemeh Kabupaten Kepulauan Talaud. *Jurnal Politico*, 10(2), 1–7.

Taradisa, N. (2020). Kendala Yang Dihadapi Guru Mengajar Daring Pada Masa Pandemi Covid 19 MIN 5 Banda Aceh. U*IN Ar-Raniry Banda Aceh*, 1(1), 23.

Utomo, D. P., & Purba, B. (2021). *Pemanfaatan Media Pembelajaran Sebagai Sarana Ujian Berbasis Daring*, 1(2), 59–63.