Quality Analysis Of Islamic Religious Education Learning Questions At Smkn 1 Meulaboh Through Anates Software

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ARTICLE INFO	ABSTRACT
	This study is a quantitative study to analyze the quality of Islamic Religious Education (PAI) Learning questions at State Vocational High School (SMKN) 1 Meulaboh, Aceh Barat Regency using Anates software. The object of the study was SMKN Class XI (eleven) students in the Even Semester of the 2023/2024 Academic Year. The data collection technique used was the documentation technique, namely to obtain exam question data, answer keys and answer sheets for all exam participants. Then for the item analysis process, it was carried out using the Anates Software Application Version 4.0.9, where the program would analyze the questions in terms of validity, reliability, level of difficulty, discriminating power and effectiveness of distractors which would then conclude the quality of the questions. The results of the research that has been carried out show that there are five question items categorized as very easy. Of the five question items, only one question item has the easiest level of difficulty, namely 0.92, has a discriminating power of 0.20 and two distractors do not function. And one item has the most difficult level of difficulty, which is 0.05 and the discriminating power of the question is 0.00. The five questions are recommended to be improved and only one item cannot be used because it has a very low level of discriminating power. Thus, it can be concluded that the quality of the questions presented is good, although there are 5 items that need to be improved in quality.

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INTRODUCTION

Education aims to improve human capabilities (Syarnubi, 2020). A quality education will produce a quality future generation (Syarnubi, 2019b). The most decisive component in the education system as a whole is a teacher (Syarnubi, 2019a). Because the implementation of education through school channels cannot be separated from the element of teachers as educators (Syarnubi, Syarifuddin, et al., 2023). Teachers have a very important role and have a great responsibility in educating the nation's children (Syarnubi, Fauzi, et al., 2023). One of the duties of a teacher is to provide an assessment of learning outcomes for students. Assessment in the education process is very necessary to be applied (Syarnubi, 2023). Assessment is an effort or action to determine the extent to which the predetermined goals are achieved or not. In other words, assessment serves as a tool to know the success of the process and student learning outcomes. Assessment is generally divided into three domains, namely the cognitive domain, the affective domain, and the psychomotor domain (Arif, 2014).

Teachers play a role in evaluating student learning to see the success of learning (Fauzi et al., 2023). In other words, to see the success of achieving learning, teachers are required to assess student learning outcomes (Ramadhan et al., 2023). To make the quality of education in an institution better, an effort is needed (Syarnubi, 2022). One of the efforts in improving the quality of learning outcomes as part of improving the quality of education can be done through the assessment system (Syarnubi, S., Alimron, A., & Muhammad, 2022). In assessing student learning at school, teachers provide an evaluation to determine the extent of mastery of the material that has been mastered by students during the teaching and learning process regarding the material presented (Syarnubi, Fahiroh, et al., 2024). The success of implementing evaluation activities is determined by whether or not the implementation of the exam is correct (Syarnubi, 2024). In carrying out the exam, an instrument for assessing learning outcomes is needed. For written exams, the instrument is written question items. Ideally, before a test is used, the test must meet the requirements of a good test, so the test needs to be tested. However, before being tested, the test must show indicators as a good test. In this case, an item analysis is carried out (Elviana, 2020).

Item analysis needs to be done to test the quality of each item and a set of questions in various aspects. Item analysis can be done qualitatively or quantitatively (Kaka et al., 2024). The main purpose of item analysis is to obtain information about the characteristics of each item, both through item review and empirical analysis. The results can be used to determine the quality of questions and the quality of student learning from analyzing exam results (Elviana, 2020). To find out whether the quality of the items is good, not good, and bad questions require item analysis (Syarnubi, Efriani, et al., 2024). With the item analysis, information can be obtained about the ugliness of a problem and instructions for making improvements. Therefore, analyzing items is a step that should not be abandoned by a teacher (Syarnubi et al., 2021).

Based on interviews with Islamic Religious Education subject teachers at SMKN Negeri 1 Meulaboh, West Aceh Regency, the results show that so far no analysis has been carried out on the items used as a measure of understanding and success of the learning process of students. So it is not yet known whether the items of the question include items that have met the requirements as a good measuring instrument or not. From the interview, it is known that the questions used in the End of Semester Assessment are questions made through the Islamic Religious Education Subject Teacher Conference (MGMP). The MGMP team has never analyzed the quality of the items that have been prepared. Apart from the absence of special time to analyze the items, the limitations of the item analysis application are also an obstacle for teachers to conduct analysis in terms of validity, reliability, difficulty level, differentiation, and the effectiveness of the examiner (Interview with Fatimah (Islamic Religious Education Teacher) at SMKN 1 West Aceh). Based on this description, the researcher is interested in analyzing the quality of Islamic Religious Education learning questions at SMKN1 Meulaboh, West Aceh using Anates Software.

The need for item analysis, in line with the view (Prabowo et al., 2017) & (Sudarto et al., 2023a) which says that one of the steps in the test instrument development procedure is to analyze the items. Furthermore, item analysis can be done effectively and efficiently through the help of an application. Item analysis is carried out to find out whether the questions or tests made can measure what is to be measured and whether the questions or tests have the right function in making a decision in other words whether the questions that have been made are valid or not. In addition, item analysis is also carried out to determine the distinguishing power and difficulty level of the problem. Also, item analysis is carried out to determine the reliability of the problem. By knowing the quality of the questions, the results of the question processing are also of high quality (Sudarto et al., 2023b).

In compiling a question used to carry out the test, of course, it must have good quality (Rishan & Sulaiman, 2023). According to Arikunto, the quality of a question can be seen from the results obtained by students (Arikunto, 2016). Likewise, according to Rahmat Fajar & Junaidi, it is suggested that if students get a poor score, it means that the test questions are very difficult, and vice versa, if students get a good score, it means that the test questions used are very easy (Fajar & Junaidi, 2022). The quality of the question will look good if the procedure in compiling a question is carried

out properly (Syarnubi, 2016). Therefore, it is necessary to analyze to measure how good the questions are to be tested on students.

Item analysis is carried out to evaluate the level of difficulty and distinguishing power of the questions, as well as the level of error in answers that confuse students. The aim is to identify whether the questions are too easy or difficult for students, and to assess the ability of the items to distinguish between students who have mastered the material and those who have not. Therefore, item analysis needs to be carried out through validity and reliability tests, differentiation, difficulty level, and the function of the checker to ensure that the questions used in measurement are of good quality and can provide accurate information about student abilities (Sulis Tyowati & Zuldafrial, 2018).

Analysis of the quality of test questions is a test stage that is inseparable from the qualities of the items used in order to level the quality of the test question weights. It will be in order to see the weight of quality in various items so that they can be used as instruments in the test, it can be done using an analysis of the items. For this reason, the use of technology or computer programs is an effort to be able to be made as a tool in analyzing questions (Nurlaila et al., 2023). There is one computer application program that is designed as a tool for analyzing these items, namely the Anates application.

Anates is software designed to help prospective teachers and teachers in analyzing items or tests so that the evaluation tools used are appropriate and effective. This application can be downloaded freely and easily accessible. Anates has several advantages, the first advantage is the use of Indonesian language in this program. In addition, Anates software can be used to analyze multiple choice tests and descriptions without calculating or making formulas like in Ms. Excel (Ristiliana et al., 2022). The results of the analysis for multiple choice are quite complete, not only producing output in the form of validity, reliability, difficulty level and differentiation of questions, but also can analyze choices as an exception in multiple choice tests. Analysis of the description test is also no less effective, for the description test Anates software users only need to input data in the form of student scores per question and the maximum score for each question. The Anates feature also makes it easy for users if they want to add subjects or questions without having to re-input from the beginning (Lesta Ariany & Kedua, 2018). Through the Anates Version 4 Application, teachers can check the correct and incorrect answers to questions practically and quickly (Noor Akhmadi, 2021).

This software is very useful for both teachers in general, and observers of educational evaluation. Basically, Anates has the same use as other data processing items, but the operation is easier. In addition, the results have been directly analyzed by the program so there is no need to bother analyzing them again with existing criteria. The functions and benefits of Anates are certainly to analyze data on multiple choice questions, which are tested. This Anates application is very easy to use and very helpful in analyzing multiple choice questions. (Indah Sari & Indra Yudha, 2020).

Therefore, it should be utilized optimally. The function of Anates software is to evaluate the quality and performance of test instruments for all subjects. The facilities in the Anates program are: 1) Data Scoring, including: entering the data score of the test results and weighting the data score as needed; and 2) Data Processing, including: reliability, validity, superior and superior groups, differentiating power, level of difficulty of questions, correlation of item scores with total scores, quality of triggers and item analysis recap (Nazliati, 2019). Thus, the use of the Anates application is very helpful in analyzing learning, and becomes a tool to evaluate question items quantitatively to determine the quality of questions and learning lessons carried out.

METHODS

The type of research used is quantitative research, which is a scientific/scientific method that has fulfilled concrete/empirical, objective, measurable, rational, and systematic scientific rules (Sugiyono, 2014). This research was conducted at SMKN 1 Meulaboh, West Aceh Regency on the learning outcomes of Islamic Religious Education (PAI) for all students in class XI (eleven) even semester of the 2023/2024 academic year. The sampling technique used was *purposive sampling*.

In collecting data, researchers also conducted 3 (three) data collection techniques including, 1)

Observation of the school situation; 2) Interview with PAI teacher; and 3) Retrieval of data on the learning outcomes of students in class XI (Eleven) Even Semester of the 2023/2024 academic year which was carried out using documentation techniques, namely to obtain data on exam questions, answer keys and answer sheets of all examinees. Then for the item analysis process is carried out using *the Anates Software Application Version 4.0.9*, where the program will analyze the items in terms of validity, reliability, difficulty level, differentiating power and effectiveness of the examiner which will then conclude the quality of the items. This analysis is used to see whether the questions assembled can measure an idea or whether they function as expected.

FINDINGS AND DISCUSSION

The test analysis carried out with the Anates Application serves to see which questions can measure student learning outcomes well based on the difficulty level of the questions, the differentiating power of the questions, the correlation of the item scores with the question scores, and the functioning of the triggers or the statistics of the distribution of answers. In addition to producing item statistics, it also produces test statistics which include test reliability, measurement error (*standard error*) and score distribution. This analysis is used to see whether the questions assembled can measure an idea or whether they are functioning as expected. Conversely, this analysis can also see question items that cannot measure student learning outcomes. The questions that cannot measure the students' abilities should be corrected to be re-entered into the question bank. The following are the results of data analysis of student learning outcomes using the Anates application.

Table 1. Question Distinguishing Power Index.

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DAYA PEMBEDA
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Jumlah Subyek= 111
Klp atas/bawah(n)= 30
Butir Soal= 20
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No Butir Baru	No Butir Asli	Kel. Atas	Kel. Bawah	Beda	Indeks DP (%)
1	1	23	12	11	36.67
2	2	29	21	8	26.67
3	3	29	18	11	36.67
4	4	17	7	10	33.33
5	5	30	17	13	43.33
6	6	28	16	12	40.00
7	7	30	24	6	20.00
8	8	30	17	13	43.33
9	9	30	16	14	46.67
10	10	30	18	12	40.00
11	11	30	13	17	56.67
12	12	30	14	16	53.33
13	13	30	17	13	43.33
14	14	30	6	24	80.00
15	15	30	21	9	30.00
16	16	30	14	16	53.33
17	17	2	2	0	0.00
18	18	23	18	5	16.67
19	19	30	13	17	56.67
20	20	19	10	9	30.00

Based on the question differentiator index table above, it can be interpreted that there are only two question items out of 20 questions that have a very poor differentiator index, which is below 20% (0.20), namely question items number 17 and 18. There are two question items that have a sufficient discriminating power index with a value between 20% (0.20) to 30% (0.30), namely question items number 2 and 7. There are five question items in the good discriminating power index category because they are between 30% (0. 30) to 40% (0.40), namely question items number 1, 3, 4, 15, and 20. While the rest, namely eleven question items, namely, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, and 18 have a very good discriminating power index because they are above 40% (0.40).

Table 2. Index of Problem Difficulty Level.

```
TINGKAT KESUKARAN
==================
Jumlah Subyek= 111
Butir Soal= 20
 No Butir Baru  No Butir Asli  Jml Betul  Tkt. Kesukaran(%)  Tafsiran
             1              1         56              50.45  Sedang
             2              2         95              85.59  Sangat Mudah
             3              3         90              81.08  Mudah
             4              4         45              40.54  Sedang
             5              5         93              83.78  Mudah
             6              6         68              61.26  Sedang
             7              7        103              92.79  Sangat Mudah
             8              8         94              84.68  Mudah
             9              9         95              85.59  Sangat Mudah
            10             10         97              87.39  Sangat Mudah
            11             11         87              78.38  Mudah
            12             12         86              77.48  Mudah
            13             13         92              82.88  Mudah
            14             14         67              60.36  Sedang
            15             15         97              87.39  Sangat Mudah
            16             16         89              80.18  Mudah
            17             17          6               5.41  Sangat Sukar
            18             18         66              59.46  Sedang
            19             19         84              75.68  Mudah
            20             20         44              39.64  Sedang
```

Based on the results of the analysis contained in the table above, it can be seen that the items that have not and have met the level of difficulty can be known from the amount of numbers that appear. The number that appears ranges from 5.41% to 92.79%. This means that when viewed from the previously described categories it can be stated that the value is between 0.05 to 0.92.

Overall, the results of the analysis in the table above show that there are many question items that can be categorized as very easy and easy. The category of very easy and easy questions is the category of question items that are on an index greater than 0.70 or above 70%. The very easy question items are question items number 2, 7, 9, 10, and 15. While the easy item categories are question items number 3, 5, 8, 11, 12, 13, 16, and 19. The medium category question items are question items between index 0. 30 (30%) to 0.70 (70%), namely question items number 1, 4, 6, 14, 18, and 20. And only one question has a difficult category because it is below the index of 0.30 (30%), namely question item number 17 with a difficulty level of 0.05 or 5.41%. This means that question number 17 was only able to be answered by 5.41% of the test participants.

Table 3. Correlation Index of Question Score with Total Score.

```
KORELASI SKOR BUTIR DG SKOR TOTAL
=================================
Jumlah Subyek= 111
Butir Soal= 20
 No Butir Baru  No Butir Asli     Korelasi  Signifikansi
             1              1        0.294  -
             2              2        0.324  -
             3              3        0.418  -
             4              4        0.328  -
             5              5        0.467  Signifikan
             6              6        0.319  -
             7              7        0.343  -
             8              8        0.455  Signifikan
             9              9        0.537  Signifikan
            10             10        0.527  Signifikan
            11             11        0.580  Sangat Signifikan
            12             12        0.518  Signifikan
            13             13        0.545  Signifikan
            14             14        0.709  Sangat Signifikan
            15             15        0.435  Signifikan
            16             16        0.459  Signifikan
            17             17        0.098  -
            18             18        0.136  -
            19             19        0.498  Signifikan
            20             20        0.165  -

Catatan: Batas signifikansi koefisien korelasi sebagaai berikut:

    df (N-2)  P=0,05  P=0,01    df (N-2)  P=0,05  P=0,01
        10    0,576   0,708         60    0,250   0,325
        15    0,482   0,606         70    0,233   0,302
        20    0,423   0,549         80    0,217   0,283
        25    0,381   0,496         90    0,205   0,267
        30    0,349   0,449        100    0,195   0,254
        40    0,304   0,393        125    0,174   0,228
        50    0,273   0,354       >150    0,159   0,208

    Bila koefisien = 0,000  berarti tidak dapat dihitung.
```

From the table above, it can be seen that there are several questions that do not have a good level of significance on the total score. This indicates that these question items are not homogeneous with the total score. These question items are numbers 1, 2, 3, 4, 6, 7, 17, 18, and 20.

Table 4. Exception quality.

```
KUALITAS PENGECOH
==================
Jumlah Subyek= 111
Butir Soal= 20

           1      1    22-    56**   19+    2--    12++    0
           2      2    9---   95**   1--    6+     0--     0
           3      3    3+     90**   0--    6++    12---   0
           4      4    4--    45**   12+    47---  2--     0
           5      5    93**   1--    8--    6+     1--     0
           6      6    11++   19--   8+     5-     68**    0
           7      7    0--    2++    103**  1-     5---    0
           8      8    6+     1--    9---   1--    94**    0
           9      9    2-     9---   5++    0--    95**    0
          10     10    97**   0--    5+     5+     4++     0
          11     11    9+     9+     87**   2-     4+      0
          12     12    86**   5++    6++    10-    4+      0
          13     13    7+     3+     8-     1--    92**    0
          14     14    33---  67**   4-     2--    5-      0
          15     15    97**   4++    1-     4++    5+      0
          16     16    8+     4+     10--   89**   0--     0
          17     17    10-    48--   6**    36+    11-     0
          18     18    9++    5-     4-     27---  66**    0
          19     19    84**   17---  2-     2-     6++     0
          20     20    44**   2--    36---  17++   8-      0
Keterangan:
** : Kunci Jawaban
++ : Sangat Baik
+  : Baik
-  : Kurang Baik
-- : Buruk
---: Sangat Buruk
```

The table above shows that some of the question item's triggers did not function properly. This indicates that these items were not selected by the test takers. It is recommended that the question items with non-functioning triggers be corrected and then returned to the question bank.

Table 5. Recap of Question Item Analysis.

```
REKAP ANALISIS BUTIR
====================

Rata2= 14.00
Simpang Baku= 3.26
KorelasiXY= 0.57
Reliabilitas Tes= 0.73
Butir Soal= 20
Jumlah Subyek= 111
 Btr Baru  Btr Asli  D.Pembeda(%)  T. Kesukaran  Korelasi  Sign. Korelasi
    1         1         36.67       Sedang         0.294     -
    2         2         26.67       Sangat Mudah    0.324     -
    3         3         36.67       Mudah           0.418     -
    4         4         33.33       Sedang          0.328     -
    5         5         43.33       Mudah           0.467     Signifikan
    6         6         40.00       Sedang          0.319     -
    7         7         20.00       Sangat Mudah    0.343     -
    8         8         43.33       Mudah           0.455     Signifikan
    9         9         46.67       Sangat Mudah    0.537     Signifikan
   10        10         40.00       Sangat Mudah    0.527     Signifikan
   11        11         56.67       Mudah           0.580     Sangat Signifikan
   12        12         53.33       Mudah           0.518     Signifikan
   13        13         43.33       Mudah           0.545     Signifikan
   14        14         80.00       Sedang          0.709     Sangat Signifikan
   15        15         30.00       Sangat Mudah    0.435     Signifikan
   16        16         53.33       Mudah           0.459     Signifikan
   17        17          0.00       Sangat Sukar    0.098     -
   18        18         16.67       Sedang          0.136     -
   19        19         56.67       Mudah           0.498     Signifikan
   20        20         30.00       Sedang          0.165     -
```

From the recapitulation table of the analysis of student learning outcomes of PAI subjects, it shows that overall this question can be categorized as good. The reliability of the test is in the good category, the correlation is at 0.57, the level of difficulty of the items is in the medium and easy categories, and the distinguishing power of the questions is in the good and very good indexes. Only one item had very difficult difficulty and poor discriminating power.

CONCLUSION

From the results of the analysis of PAI lessons with the Anates program, it can be concluded as follows:

1. The implementation of Islamic Religious Education learning at SMKN 1 Aceh Barat was good, and the category of PAI questions given already had good quality although there were some obstacles faced by teachers and still needed improvement, but it did not reduce students' interest and motivation to learn Islamic Education at school.
2. There was 1 question that had a difficulty level that was too easy and its differentiating power was sufficient (question number 7) resulting in an exemption that did not work because almost all test takers answered the answer key.
3. There is one question item that has a difficulty level that is too difficult, very poor differentiating power (question number 17) so it is recommended that the question be corrected or replaced with another question..
4. Anates software can help in analyzing the PAI items of SMKN 1 Meulaboh practically and efficiently and accurately, so that the level of difficulty of the items, the distinguishing power of the questions can be seen immediately.

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