



Assessing the Impact of Minimum Learning Mastery Standard on the Effectiveness of Follow-Up Programs in Madrasa

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Abstract

This study aims to analyse the assessment and follow-up processes of Arab learning at Madrasah Aliyah using qualitative methods with a phenomenological approach. It involved 24 Arabic language teachers from Madrasah Aliyah in South Kalimantan. The findings indicated that Minimum Learning Mastery Standards (MLMS) were not adjusted to accommodate student characteristics, subject competencies, and educational unit conditions. Consequently, learning assessments became less credible, often serving merely to fulfil MLMS requirements. Both enrichment and remedial follow-up were perceived as formalities, lacking a basis in the analysis of student assessments, which undermined students' motivation to learn. Teachers encountered ethical dilemmas in assessment and decision-making processes, exacerbated by external pressures for students to meet MLMS benchmarks. The study emphasizes the importance of reducing external pressures in determining MLMS, enhancing teacher competence in adopting new assessment methods, and improving evaluation systems. These improvements are crucial for developing evidence-based structured enrichment and remedial programs.

Keywords: Assessment; demotivation; follow-up program; minimum level of mastery standards introduction.

A. Introduction

The ambiguity surrounding the determination of the Minimum Learning Mastery Standard (MLMS) and the chaotic implementation of learning evaluation in follow-up programs are significant issues that hinder the effectiveness of education in madrasas. The MLMS serves as a benchmark for student achievement in a particular subject (Pendidikan & Kebudayaan, 2017, p. 8). When the MLMS setting lacks clarity or becomes ambiguous, it means that there are no explicit guidelines regarding the expected academic achievements of students (Kebudayaan, 2017, p. 2). Consequently, teachers encounter difficulties in objectively and accurately assessing student performance.

In the implementation of Curriculum 2013, it was observed that teachers faced challenges in fully grasping the assessment system. They encountered difficulties in various aspects, including developing the instrument of attitude, implementing authentic assessment methods, formulating clear indicators for assessment, designing appropriate assessment rubrics for skills evaluation, and efficiently gathering scores from multiple measurement techniques. Moreover, the teachers struggled to find practical ways to describe and evaluate students' learning achievements (Mulawarman, 2021). These issues collectively hindered the effective application of the assessment process within Curriculum 2013 and Merdeka Curriculum.

The absence of clear guidelines for determining whether students have achieved the MLMS leaves room for different interpretations and inconsistent judgments among teachers (Arsyad Arrafii, 2020). Lack of understanding of the guidelines for conducting evaluations creates obstacles for teachers in planning and implementing effective assessments. Factors such as (1) knowledge and skills (e.g., data literacy), (2) psychological factors (e.g., social pressure), and (3) social factors (e.g., collaboration) influence the effectiveness of formative assessment (Schildkamp et al., 2020). Without proper guidance, teachers struggle to choose the right evaluation method, interpret evaluation results, and provide adequate feedback to students. As a result, learning evaluations fail to provide a comprehensive understanding of student abilities (McConlogue, 2020).

Curriculum 2013 and Merdeka Curriculum introduced various assessment components, such as attitude assessment, authentic assessment (Pantiwati et al., 2023), and multiple measurement techniques (Anggraena et al., 2022). These

components require a deep understanding of assessment principles and methodologies. Teachers struggle to comprehend the intricacies of these assessment approaches and find it challenging to apply them effectively. Teachers often face time constraints due to the demands of covering the curriculum, managing classroom activities, and fulfilling administrative responsibilities (McConlogue, 2020). The additional burden of understanding and implementing a new assessment system can further strain their already limited time, making it difficult for them to invest sufficient effort in mastering the assessment process (Henderson et al., 2019). Teachers have not received adequate training or support in understanding the new assessment system introduced in the Merdeka Curriculum (Husna et al., 2020). This lack of professional development opportunities can leave them ill-equipped to navigate the complexities of assessment design and implementation.

The poor evaluation process can have a significant negative impact on the effectiveness of follow-up learning programs. If the evaluation process fails to provide a comprehensive understanding of student abilities, it becomes difficult to identify their strengths, weaknesses, and specific learning needs (Meijer et al., 2020). As a result, the follow-up learning program does not adequately target the areas that require improvement, leading to ineffective instruction and limited progress. Poor evaluation can result in a mismatch between the intended learning outcomes and the goals of the follow-up program. Without accurate assessment data, it becomes difficult to align the content, methods, and pace of the follow-up program with the specific needs and goals of individual students. Consequently, students feel disengaged, and their progress is impeded (Swan Sein et al., 2021).

In Indonesia, there are two types of follow-up programs: remedial and enrichment (Mexdadoris & Jama, 2020). If a student's score falls below the MLMS, remedial work is required, whereas those who have achieved it receive enrichment. Meanwhile, international literature indicates that educational institutions organize remedial programs to assist students experiencing deficiencies in basic skills required for advanced studies (Sgobbi, 2022). Research suggests that (1) remedial education significantly enhances students' academic achievement and (2) the quality of remedial education influences students' course satisfaction and achievement through self-efficacy (Zhao et al., 2022).

Effective follow-up learning programs aim to cater to individual student needs by providing tailored instruction and support. If the evaluation process does

not capture a detailed picture of each student's abilities and learning preferences, it becomes challenging to personalize the learning experience. This lack of personalization can hinder students' engagement, motivation, and overall learning outcomes (Alamri et al., 2020). However, if the evaluation process is flawed, teachers struggle to provide meaningful feedback and track students' progress accurately. This lack of timely feedback can hinder students' understanding of their strengths and areas for improvement, impeding their ability to make progress and take ownership of their learning (Schut et al., 2020).

B. Method

This research employed a qualitative method with a phenomenological approach to deeply understand a complex phenomenon: the establishment of MLMS, its implementation, achievements, and its influence on follow-up program development in Arabic language education within madrasas. The study was guided by the following research questions: 1) How is the process for establishing MLMS for Arabic language subjects conducted, and how do teachers assess the achievement of MLMS? Moreover, 2) What impact did MLMS have on the preparation of follow-up programs, including both remedial and enrichment efforts?

Participants in this study were purposively selected from the Musyawarah Guru Mata Pelajaran (MGMP) for the Arabic language in South Kalimantan. A total of 24 Arabic language teachers at the Madrasah Aliyah level in South Kalimantan took part in the research, ensuring data saturation. Data were gathered through in-depth interviews, with each interview lasting between 45 to 60 minutes per participant. Additionally, participant observation was utilized by the researchers to corroborate the insights gained from the interviews and to achieve a comprehensive understanding of the phenomenon.

The research used Interpretative Phenomenological Analysis (IPA) for data analysis. IPA aims to understand how individuals perceive and make sense of specific phenomena in their personal and social environments. It explores the intricate nuances of their subjective experiences to understand the essence of their perspectives (Smith & Fieldsend, 2021). The IPA process involves several key stages: 1) Researchers analyze collected data to understand participants'

experiences deeply. 2) Researchers make initial observations and note significant aspects, perceptions, or ideas from the data. 3) Researchers systematically identify and develop emergent themes or patterns within the data, reflecting recurring ideas or experiences. 4) Researchers explore connections between these emergent themes to understand interactions and contributions to the overall experience. 5) Researchers examine additional cases or data to validate and expand on emergent themes identified earlier. 6) Finally, researchers aim to identify overarching patterns or common characteristics across diverse issues or experiences, enhancing their comprehensive understanding of the phenomena under study.

C. Result and Discussion

1. Establishing MLMS and Teacher Assessments

Learning evaluation strategies can vary depending on the context and desired learning objectives. In a general sense, learning evaluation is the process of gathering information about student achievement, their comprehension of the learning material, and the effectiveness of the teaching methods employed. The goal of learning evaluation is to assess the extent to which students have attained the set learning objectives.

Regarding the evaluation of Arabic language learning, teachers employed various question types such as multiple choice, fill-in-the-blanks, and essays. These question formats can offer a more comprehensive understanding of students' grasp of the learning material. However, it is important to recognize that Arabic language acquisition primarily focuses on language skills like listening (*istima*), speaking (*kalam*), reading (*qiraah*), and writing (*kitabah*). Therefore, in evaluating Arabic learning, it is ideal to strike a balance between assessing comprehension of texts and language rules and assessing broader language skills.

"Evaluation is often considered a separate component that is less integrated with the overall learning process. This can occur when learning materials are borrowed from colleagues without considering students' foundational abilities. To address this, it is crucial to devote more attention to preparing evaluations that align with students' abilities and ensure that evaluation is an integrated part of the complete learning process." (H. R, personal communication, 20 August 2022).

Teachers noted that evaluation was often treated as a separate element of the learning process, potentially resulting from using materials borrowed from colleagues without considering students' foundational abilities. This situation arose due to several reasons. First, teachers lacked understanding or awareness of the importance of integrating evaluation into the planning and implementation of learning as a whole. Second, limited time should be allocated for thorough planning and preparation, leading to evaluation becoming a detached and rushed component.

Based on researchers' observations, the process of determining MLMS in madrasas involved meetings but lacked calculations that should consider student characteristics, subject specifics, and the educational unit's conditions. MLMS targets were uniformly set across class levels (e.g., 75 for class X, 76 for class XI, and 77 for class XII) without differentiation between subjects. This approach aimed to foster a positive perception of educational quality. Despite transitioning to the Merdeka Curriculum, madrasas continued to use the assessment format of the 2013 Curriculum due to an incomplete understanding of assessment differences between the two curricula.

However, this process lacked proper calculations that should take into account various factors, such as student intake, the complexity of subject competencies, and the capacity of each subject. The MLMS was set uniformly without considering these factors. The agreement among all teachers on this MLMS was mainly driven by the desire to present a positive image of the madrasa's quality.

"If the MLMS were calculated based on proper rules, it might require some subjects to set a lower MLMS, which could potentially impact the perceived quality of the madrasa externally. It is noteworthy that the determination of the MLMS does not involve the participation of all stakeholders, including teachers, staff, parents, students, and experts. This lack of involvement limits the comprehensive understanding and consideration of diverse perspectives in setting the MLMS." (S. F, personal communication, 04 October 2022).

Despite being open to input and suggestions from teachers, the demands to uphold a favorable image were done frequently to prioritize formalities and achieve

high graduation rates, disregarding the quality of student input, adequate resources, and ongoing improvements in teacher competence. As a result, no fundamental actions have been taken to address the problem. This reflects a gap between the awareness of the importance of improvement and the actual implementation of the input, suggestions, or criticisms provided by teachers and other stakeholders. The decision-making process regarding the establishment of MLMS and learning support was also still dominated by considerations of formality and the madrasah's image rather than focusing on enhancing the quality of education.

The impact of determining MLMS without considering learning input and supporting capacity could have detrimental effects on both students' and teachers' motivation, as revealed in the interviews. When a high MLMS was set without taking into account student input and learning capacity, most students struggled to reach the MLMS even if the evaluation was conducted objectively and according to established standards. This could result in disappointment and dissatisfaction among students, leading to a decline in their motivation to learn. Students felt incapable of achieving the set targets and lost hope in the learning process.

The negative impact became evident when evaluations were carried out according to the established standards. A significant consequence is that the majority of students were unable to meet the MLMS. In a comprehensive learning concept, teachers are expected to optimize all aspects of students' abilities, including cognitive, affective, and psychomotor skills. However, given the diverse student inputs and limited capacity, this became challenging to accomplish. Consequently, teachers were compelled to assign grades based on the MLMS, even if the students' scores fell far below this standard.

"Madrasahs become victims of policies imposed by educational policymakers. There is often pressure to ensure that all students pass, regardless of the actual learning process. Madrasahs find themselves caught in a situation where they aim to meet graduation targets but lack the necessary resources and policies to support them in achieving the desired outcomes." (F. Z, personal communication, 23 September 2022).

Based on observations, this phenomenon led to a significant decrease in students' motivation to learn, as they perceived advancement to the next grade or graduation despite inadequate grades. During classes, many students were passive participants, lacking engagement in learning activities, except for those intrinsically motivated to study Arabic. Attendance became a mere formality for some, with little commitment to mastering the material. Several observed teachers relied heavily on textbooks and lacked creativity in teaching methods to enhance student engagement. The *qawaid wa tarjamah* method was predominantly used, alongside encouragement for students to memorize vocabulary and scripted conversations directly from the textbook. Contextualization of learning experiences was also minimal, limiting students' ability to apply their knowledge beyond rote memorization.

This phenomenon instigated a decline in learning quality and student motivation, as students perceived progression and passing as guaranteed despite their actual academic performance. Consequently, their engagement in learning diminished, resulting in superficial learning without substantial improvement in understanding or mastery of the material. This situation not only undermined educational quality and desired outcomes but also created a discrepancy between the values portrayed in digital reports (RDM) and actual academic standards. This disparity challenged the credibility of educational assessments, impacting the integrity of evaluations in madrasas.

The findings of this observation are substantiated by the following interviewee statement: "As a teacher, I am keenly aware of the decline in student motivation. However, it is inevitable; it is widely understood that passing is perceived as a given for all students. They believe they will be assisted in graduating even if their grades do not meet the required standards." (S. F, personal communication, 04 October 2022).

Moreover, teachers faced the brunt of the impact. They are expected to optimize students' abilities with varying inputs and limited carrying capacity. Teachers encountered pressure to assign grades based on the predetermined MLMS, even if students' performance fell far below these standards. This ethical dilemma placed teachers in a challenging position as they were forced to provide assessments that did not truly reflect students' abilities. Additionally, teachers experience

frustration as their efforts to help students achieve desired results go unrecognized or unappreciated. This underscores the systemic challenges in maintaining education quality in madrasas and the urgent need for comprehensive reforms to enhance understanding and awareness regarding the significance of an effective learning process and the true quality of students.

2. The Role of MLMS in Follow-Up Program Preparation

The follow-up program in Madrasas serves as an intervention effort for students following evaluations or assessments that indicate deficiencies or advantages in their learning achievements. This program consists of two components: remedial and enrichment. Remedial actions are taken to assist students who have not reached the Minimum Learning Mastery Standard (MLMS) in their learning. This means that students require additional support or a deeper understanding to achieve the expected level of accomplishment. Remedial measures can include revisiting challenging material, providing further explanations, assigning additional tasks, or employing alternative learning methods designed to enhance students' comprehension.

On the other hand, enrichment programs aim to offer additional challenges to students who have met the learning standards or even exceeded the MLMS. These programs intend to broaden students' knowledge and skills beyond the regular curriculum by providing more demanding materials, research projects, in-depth discussions, or activities that foster critical thinking and creativity.

However, when it comes to learning the Arabic language, teachers faced several challenges in implementing the follow-up program. The teacher mentioned that the enrichment program had limited effectiveness because students felt they had already attained their learning targets, while the remedial program did not lead to significant grade improvements. As an alternative, teachers preferred to assign additional tasks, such as writing lengthy paragraphs or engaging in video conversations.

"In terms of remedial measures, I initially conducted them at the end of each semester or year. In learning Arabic, the majority of students require remedial assistance as their scores in the Final Semester Assessment (PAS) or End of Year Assessment (PAT) fall considerably short of the MLMS." (F. R, personal communication, 09 September 2022).

"I prefer providing additional assignments to students, such as writing extensive paragraphs or creating video conversations, rather than organizing remedial sessions. I believe that these tasks offer greater benefits for student development. Nonetheless, as a teacher, I still have to assign grades according to the MLMS." (S. N, personal communication, 14 September 2022).

This analysis of the situation reflects several issues that need to be addressed. Firstly, it is crucial to ensure that the enrichment program is well-designed, taking into account the interests and needs of students who have achieved specific learning targets. This can involve incorporating engaging materials, challenges that match their abilities, and learning methods that stimulate their interests.

Secondly, with regard to remedial measures, it is important to analyze why students did not experience significant grade improvements following remedial sessions. This could be linked to the effectiveness of the teaching methods and approaches used in Arabic language instruction. It also requires employing different approaches or more targeted strategies to assist students in comprehending and mastering the material. Furthermore, providing constructive feedback to students after the follow-up program is implemented is essential. Clear and specific feedback can help students identify areas that require improvement or where they can enhance their performance. It can also serve as a motivating factor for students to continue learning and enhance their achievements.

The interview findings highlight several issues in the process of implementing the follow-up program, analyzing the quality of questions and the approach used for remedial actions. It was discovered that remedial actions were only conducted for students who scored below the expected level (MLMS). However, some colleagues did not adequately implement remedial measures. They tended to assign tasks without providing sufficient feedback or assessment, which proved to be ineffective in helping students improve their understanding and skills. Furthermore, the quality of the questions used has not been adequately analyzed. Most questions were sourced from colleagues, textbooks, or the internet. While there have been some adjustments to the questions each year to align with the textbook content, compiling Arabic questions according to the HOTS (Higher Order

Thinking Skills) standard proves to be challenging and ineffective. The inadequate mastery of vocabulary by students becomes a significant hurdle, making it difficult for them to comprehend and answer HOTS questions accurately.

Based on observations conducted by researchers, it is evident that there was a lack of in-depth analysis into the underlying factors contributing to student difficulties. One identified potential factor was the limited time allocated for entering grades into the Digital Madrasah Report (RDM), impeding a comprehensive analysis. These constraints undermine efforts to gain a thorough understanding of student challenges and hinder effective measures for improvement.

The interviews also revealed that a structured approach was lacking in the follow-up program, indicating deficiencies in the planning, implementation, and evaluation of the learning process. Without a structured process, it became challenging to ensure the achievement of learning objectives and provide appropriate assistance to students. Additionally, the quality of the questions developed had not undergone proper analysis. Questions were obtained from various sources, such as colleagues, textbooks, or the internet, without careful evaluation of their validity, reliability, difficulty level, and differentiability. This could negatively impact the accurate measurement of students' abilities and the effectiveness of assessments.

"Instruments for remedial programs? I did not prepare instruments specifically. I just handed back questions from PAS or PAT. Even though the problem is the same, students' remedial scores have not increased much." (F. R, personal communication, 09 September 2022).

Moreover, the interviews disclosed the difficulties and ineffectiveness of creating Arabic questions based on the HOTS standards. One of the core issues lies in students' inadequate vocabulary mastery. The challenges students faced in understanding and answering HOTS questions indicate gaps in their comprehension of the subject matter and higher-order thinking skills.

"Usually, we formulate questions based on the text. However, after two years of implementing HOTS questions, I came to realize that students struggled to answer them. Even when the answers were present in the text, they found it challenging, and it was even more difficult when they had to generate answers beyond the text. Consequently, some resorted to choosing random answers." (M. H, personal communication, 12 August 2022).

The implementation of the follow-up program in madrasas is influenced by a combination of internal and external factors. Internally, factors such as school policies, teacher competence, and collaboration among teachers and education staff are crucial. Well-defined and consistent school policies regarding teaching, assessment, and follow-up greatly impact the successful implementation of the program. The ability of teachers to effectively plan and execute follow-up programs, including utilizing appropriate teaching strategies and providing constructive feedback, also plays a significant role. Furthermore, the level of cooperation and collaboration between teachers, madrasa heads, and education staff significantly influences the overall effectiveness of the program.

Externally, factors such as parental support, resource availability, and the surrounding environment of the madrasa come into play. The support and active involvement of parents in the follow-up program have a profound impact on its success. The availability of physical resources such as books, technological devices, and other supporting facilities also significantly influences the implementation of the program. Moreover, social and cultural environmental factors, including socio-economic conditions, cultural values, and community expectations for education, shape the context in which the program is implemented.

The interviews revealed various challenges that madrasahs encountered in addressing the lack of understanding and awareness regarding the significance of the follow-up program. Several measures had been implemented to enhance the madrasah staff's comprehension of the program, including teacher competency improvement training and encouragement to participate in external training opportunities. However, there remain deficiencies in the follow-up and implementation of training outcomes.

"Madrasahs have conducted training sessions to enhance teacher competence in lesson design, implementation, and evaluation. Furthermore, teachers are often encouraged to attend external training organized by external parties. However, in some cases, there is inadequate follow-up and assistance in implementing the acquired training outcomes. Additionally, teachers face challenges in applying the training results due to both technical and non-technical issues." (A. S, personal communication, 19 August 2022).

"The use of technology in Arabic learning poses obstacles for teachers as the madrasah has a policy that prohibits the use of smartphones within its premises. Moreover, non-technical challenges are also evident, such as the absence of diagnostic assessments during enrollment, resulting in students with varying levels of ability entering the madrasah." (M. H, personal communication, 12 August 2022).

The implementation of training results faced both technical and non-technical obstacles, such as the smartphone prohibition policy that hampers the use of technology in Arabic learning. Additionally, non-technical challenges like limited resources and competition with regular high schools posed significant barriers. Madrasahs also confronted demands for increased student enrollment, but their sole source of funding is school operational assistance (BOS), whereas high schools receive additional regional school operational assistance (BOSDA). This limitation hinders efforts to promote new student enrollment and provide facilities for promising prospective students.

The research highlights that the determination and perception of the MLMS standard might have shortcomings, such as disregarding crucial factors, overlooking diverse perspectives, and potentially not capturing the complexity of the educational environment in madrasahs. Previous research confirms that the most challenging tasks involve modifying curriculum components (such as content, processes, and products) to suit individual student characteristics (such as readiness, interests, and learning profile). The research underscores that well-designed and aligned activities and materials can positively impact the quality and accuracy of assessments, leading to more meaningful evaluations of students' knowledge and skills (Kuhlmann et al., 2023; McTighe et al., 2020).

When establishing MLMS standards, it is crucial to adequately consider significant factors, such as student population size, the complexity of educational materials, and the capacity of support systems. In essence, the process of setting MLMS standards overlooks the diverse levels of student abilities, the complexity of educational content, and the resources necessary to facilitate effective learning. The MLMS plays a crucial role in the 2013 Curriculum as it determines whether students are classified as advanced. Meanwhile, in the Merdeka Curriculum, MLMS is no longer utilized as a standard for attaining learning objectives. The reason for this is that the Merdeka Curriculum places a strong emphasis on the utilization of formative assessment (Zaeni et al., 2023). During the transition from the 2013 Curriculum to the Merdeka Curriculum, teachers continued considering MLMS as a

crucial factor in students' learning success and as the primary consideration in determining the appropriate program, whether it be enrichment or remedial.

On the other hand, research indicates issues with teacher competence in conducting assessments. This may imply that the methods or tools utilized to assess student performance or skills are insufficient or ineffective (Christoforidou & Kyriakides, 2021; Urhahne & Wijnia, 2021). Teachers face a significant administrative burden in their teaching responsibilities. It implies that teachers are required to spend a significant amount of time and effort on administrative tasks that are not directly related to instruction, such as paperwork, record-keeping, or bureaucratic requirements. This administrative burden can potentially detract from their ability to focus on teaching and providing quality education to students (Ujir et al., 2020).

Another critical issue is the inadequate identification of student weaknesses, which hampers the design and implementation of targeted remedial programs. Consequently, students requiring additional assistance may not receive the necessary support to improve their learning outcomes. This lack of accurate evaluation can demotivate and discourage students (Selvaraj et al., 2021). Students feel frustrated and lose hope if their efforts are not recognized or if they receive grades that do not align with their actual capabilities (Thomas et al., 2019). This demotivation can negatively impact their engagement, enthusiasm, and overall academic performance (Caruth, 2018).

Teachers encountered significant challenges in accurately and fairly evaluating students' performance when assessment methods did not adequately capture their full range of abilities or when reliable tools were lacking. This deficiency could lead to concerns about fairness, bias, and subjective judgment, potentially undermining the integrity of the assessment process. Conversely, teachers are responsible for ensuring that all students attain MLMS as evidence of their educational attainment. The findings of this study align with prior research indicating that the performance of madrasas, which have shown a declining trend in development and are generally perceived as lower in quality and competitiveness compared to public schools or Islamic boarding schools, is closely linked to factors of power, knowledge, and discourse (Kurniawan & Miftah, 2020). This research suggests that madrasas may prioritize demonstrating student achievement of MLMS without adequately addressing the credibility of the assessment process.

Furthermore, educational background does not always ensure the quality of teacher assessments. Research conducted by Zein (2019) indicates that lecturers with an educational background demonstrate lower-quality assessment instruments compared to those without an educational background. This highlights the important role of teacher professional development (Meyer et al., 2023) in transforming the traditional assessment paradigm (Yang & Xin, 2022) and enhancing the capacity to deliver high-quality and reliable assessments (Hundley & Keith, 2023).

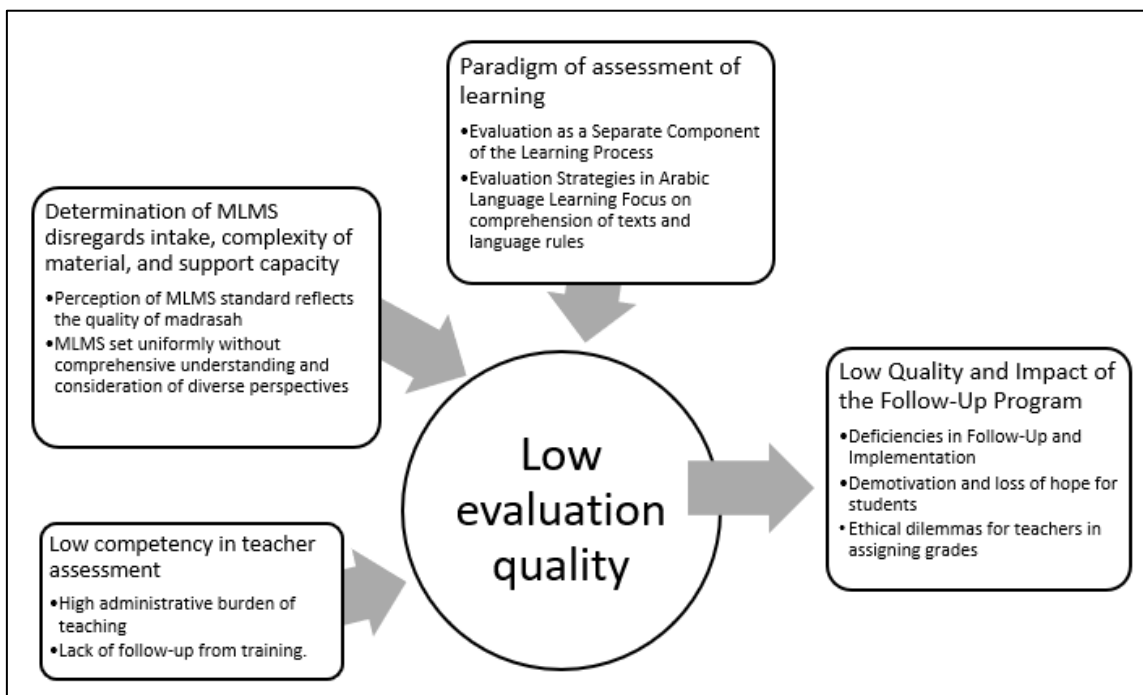


Figure 1. The causal relationship between the determination of inappropriate MLMS, the quality of the evaluation, and the follow-up program

Research has indicated that the assessment in the 2013 Curriculum adopted authentic assessment, including evaluating aspects of attitude, knowledge, and skills in their entirety (Prastowo & Fitriyaningsih, 2020). Results were presented in various forms, such as numerical scores, grades, and descriptive feedback in assessment reports. The primary goal of authentic assessment was to evaluate students' ability to demonstrate their understanding of core learning objectives in real-world contexts. However, findings from this research uncovered that teachers tended to prefer traditional assessments, which focused on measuring rote learning

and requiring students to recall and restate information, whereas authentic assessments prioritized demonstrating practical understanding and application.

Fundamentally, assessment practices are evolving, with growing recognition of the necessity for a more comprehensive and integrated approach that aligns with modern pedagogical principles (Tai et al., 2023). This includes incorporating formative assessments throughout the learning process, assessing higher-order thinking skills, and evaluating students' ability to apply their knowledge and skills in real-world contexts (Sokhanvar et al., 2021). Teachers can also consider e-assessments for flexibility and time efficiency (Rolim & Isaias, 2019). Moreover, providing timely and constructive feedback to students enables them to understand their weaknesses and areas for improvement (Zhang & Hyland, 2022). This understanding allows for the development of targeted remedial programs tailored to address their specific needs.

Teachers, in fact, play a vital role in adjusting their teaching methods and instructional materials to meet the individual needs and learning styles of students (Malacapay, 2019). The process of implementing remedial programs involves stages such as needs analysis, plan preparation, and targeted learning activities. Needs analysis allows for the identification of students' difficulties and requirements, while plan preparation ensures the incorporation of suitable learning strategies and activities. Finally, the remedial program can be effectively implemented by engaging students in targeted learning activities based on the prepared plans.

D. Conclusion

The research underscores several significant findings related to the evaluation and follow-up programs in madrasahs. While teachers employed various evaluation strategies, challenges arose in aligning evaluations with students' abilities due to the separate treatment of evaluation within the learning process. The follow-up program plays a crucial role in providing remedial assistance and enrichment opportunities, but its effectiveness was hindered by the limited effectiveness of enrichment programs, ineffective remedial sessions, and challenges in understanding and implementing the program.

The research also highlights deficiencies in planning, execution, evaluation, and question quality analysis of the follow-up program. The lack of structured approaches, comprehensive analysis, and high-quality assessment questions

impacts the effectiveness of remedial actions and accurate measurement of students' abilities. Furthermore, the process of determining the Minimum Level of Mastery Standard (MLMS) lacked proper calculations and consideration of student characteristics, subject competencies, and educational unit conditions, leading to a uniform approach driven by the desire for a positive image.

This research underlines the practical importance of establishing a measurable MLMS by considering numerous factors, adopting modern assessment techniques such as assessment as learning, and enhancing teacher competence in developing cohesive instructional strategies from setting learning objectives to methods and assessment. It emphasizes the necessity of strengthening the integrity of the assessment process to accurately inform student learning progress rather than using assessments solely to demonstrate the prestige of the madrasah.

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