ANALYSIS OF HOLDING A PLACEMENT TEST IN TERMS OF PSYCHOLOGY AND STUDENTS LEARNING DEVELOPMENT
ANALISIS PENGADAAN UJIAN PENEMPATAN DARI SEGI PSIKOLOGI DAN PERKEMBANGAN PEMBELAJARAN SISWA

Andi Mayasari Syam [1]
[1] *Institut Agama Islam (IAI) As'adiyah Sengkang*
Musdalifah [2]
[2] *Institut Agama Islam (IAI) As'adiyah Sengkang*
Satriani [3*]
[3] *Institut Agama Islam (IAI) As'adiyah Sengkang*
                                        * satrianiatta288@gmail.com

ABSTRACT

The problem is that students occupy classes they don't want and there is also an order from high to low class that can cause social jealousy. Students who occupy high grades will help them in the learning process with very ambitious situations while those in lower grades tend to be less ambitious and more interested in expanding their circle of friends and cause negative effects such as juvenile delinquency. This is what encourages researchers to see how effective the placement test is from a positive and negative perspective. This study uses a qualitative descriptive method with students, alumni, and teachers of Senior High School 1 Wajo as objects to obtain data. The researcher hopes that this research will be a consideration for the world of education regarding the procurement of a placement test.

Keywords: placement test, psychology, and learning development

ABSTRAK

Kendalanya, siswa menempati kelas yang tidak mereka inginkan dan juga adanya urutan dari kelas tinggi ke rendah yang dapat menimbulkan kecemburuan sosial. Siswa yang menempati kelas tinggi akan membantu mereka dalam proses belajar dengan situasi yang sangat berambisi sedangkan yang berada di kelas yang lebih rendah, mereka cenderung tidak ambisius dan lebih tertarik untuk memperluas lingkaran pertemanan serta menimbulkan efek negative seperti kenakalan remaja. Hal inilah yang mendorong peneliti untuk melihat bagaimana keefektifan pengadaan placement test diliat dari sisi positif dan negatifnya. Penelitian ini

menggunakan metode deskriptif kualitatif dengan siswa, alumni, dan guru Senior High School 1 Wajo sebagai objek untuk memperoleh data. Peneliti mengharapkan bahwa penelitian ini akan menjadi suatu pertimbangan bagi dunia pendidikan tentang pengadaan placement test.
Kata-kata kunci: *Tes Penempatan, psikologi dan perkembangan belajar*

A. INTRODUCTION

Education is a complex concept, often subject to diverse interpretations depending on varying perspectives and theories. In academic circles, these diverse viewpoints contribute significantly to the enrichment of human understanding and the development of educational theories. Within the Muslim community, the Quran serves as a fundamental guide for life, including principles related to education. Notably, a verse in Q.S Al-Mujad, verse 11, highlights the elevation of believers who pursue knowledge.

In the realm of national policy, education is formally defined by Law No.1. SISDIKNAS of 2003 as a deliberate and organized endeavor aimed at cultivating learning environments where students can actively develop their potential and cultivate essential attributes such as spiritual strength, self-discipline, and character, thereby benefiting both themselves and society at large.

This definition revolves around three key concepts: deliberate and organized efforts, the creation of conducive learning environments and processes, and the cultivation of spiritual and personal growth. Education is viewed as a transformative journey involving cognitive, emotional, and physical development through educational interactions aimed at nurturing individuals. Ibrahim & Muhsyanur (2021) says that is a holistic process that shapes the growth and self-actualization of learners, equipping them with knowledge, skills, and values essential for personal and societal progress.

Placement tests serve as vital components of educational systems, facilitating the grouping of students based on their individual abilities. These assessments, often administered at the outset of educational endeavors, inform decisions regarding class placements and subsequent educational strategies, thereby supporting students' learning trajectories.

Educational psychology provides valuable insights into learners' characteristics and needs, guiding the development of tailored instructional methods catering to diverse student profiles. Factors such as intelligence, motivation, and attention significantly influence

learning outcomes, highlighting the importance of educators' understanding and responsiveness to students' psychological dynamics.

Moreover, contemporary educational paradigms emphasize lifelong learning and the acquisition of skills necessary for navigating an ever-evolving world. Learning is perceived as a dynamic process encompassing cognitive, emotional, and physical transformations driven by interactions with the surrounding environment.

At the core of education are the students themselves, representing individuals engaged in continuous learning journeys. Recognizing students as holistic beings entails acknowledging their physical, psychological, and developmental dimensions, all of which shape their learning experiences and achievements.

Given the significant impact of placement tests on students' psychological well-being and educational progress, comprehensive research into their objectives and outcomes is imperative. Such investigations are crucial for refining educational practices, mitigating social disparities, and fostering holistic student development within the Indonesian educational landscape.

B. LITERATURE REVIEW

Placement tests play a crucial role in educational settings, particularly in determining students' skills and abilities upon entering a school or institution. These tests, as explained by Thom Hudson and Martyn Clark in their work on foreign language student placement, aim to assess students' aptitudes, facilitating appropriate class assignments and minimizing learning barriers. The significance of placement tests lies in their ability to accurately gauge students' abilities and inform educational interventions effectively (Hudson & Clark, 2008).

Learning outcome tests, often serving as mastery assessments, are integral components of educational evaluation. These tests measure students' proficiency in mastered material, reflecting the effectiveness of teaching and learning processes. By evaluating students' comprehension and mastery of educational content, learning outcome tests provide valuable insights into educational effectiveness (Banta, 2017).

Placement tests prioritize the alignment of students' skills and developmental stages, emphasizing suitability over age-based criteria. The main goal is to identify students' competencies in fundamental skills such as writing, reading, and arithmetic, ensuring they are appropriately placed to foster optimal learning experiences.

Moreover, placement tests complement psychological assessments conducted during students' admission, enhancing the understanding of students' needs and capabilities (Graves, 2007).

In addition to their placement function, these tests serve as pre-tests, offering insights into students' learning progress and readiness for interventions. By assessing students' learning abilities and skills before formal instruction, placement tests inform instructional planning and support differentiated learning strategies (Stiggins & Chappuis, 2005).

Beyond placement tests, understanding the psychological aspects of student learning is paramount for effective educational practices. H.C. Witherington's work on educational psychology highlights learning as a transformative process, shaping individuals' personalities through skill development and attitude formation. Internal factors such as physiological and psychological aspects, alongside external factors including family, school, and community environments, significantly influence student learning outcomes (Witherington, 1998).

Physiological aspects, encompassing overall health and sensory capabilities, impact students' engagement and learning experiences. Psychological factors such as intelligence, talent, interests, and motivation further shape students' learning trajectories and achievements. External factors, including family dynamics, school environments, and community influences, also play pivotal roles in students' educational journeys (Duchesne & McMaugh, 2016).

In summary, placement tests serve as vital tools for educational assessment, aiding in student placement and informing instructional practices. Understanding the psychological factors influencing student learning is essential for creating supportive learning environments and fostering academic success. Integrating these insights into educational practices can enhance student outcomes and promote holistic development within educational settings.

C. METHOD

The research described in this passage employs a qualitative methodology rooted in post-positivism philosophy, aiming to understand natural phenomena without experimental manipulation. Qualitative research utilizes the researcher as the primary instrument and employs deliberate sampling and snowball techniques to collect data from multiple perspectives. Data analysis is conducted through inductive reasoning, emphasizing the interpretation of meaning rather than generalization (Hudson & Clark, 2008).

The study focuses on students of Senior High School 1 Wajo who underwent placement tests for class and major assignments. Additionally, teachers, basic level students, and alumni of the institution are included to gather diverse viewpoints.

Data collection includes interviews, observations, and relevant documents (Patton, 2002). Instruments used for data collection include direct observation, structured interview protocols, note-taking tools, and mobile phones for documentation. Various data collection techniques are employed, such as structured and unstructured interviews, direct and participant observations, and document reviews (Yin, 2014). Data analysis involves interpreting observational data collectively, utilizing Perception Theory to understand sensory information from interviews with stakeholders. News values such as Actuality, Importance, Human Interest, and Visualization guide the analysis process.

Questionnaires are used, employing scoring and validity testing techniques, including distribution, scoring, and correlation analysis using the product moment correlation method. Then, the action plan includes formulating questions, data collection, segmentation of data based on responses, expert analysis, and drawing conclusions from the findings.

D. RESULT AND DISCUSSION

The research finding is answering of the problem statements that formulated before. The data are presented based on observation in Senior High School 1 Wajo are interview with the informant which is students, alumnus and teacher, and sharing questionnaire. In this section, the writer will be present the purpose of holding placement test and learners psychological. This study explores the purpose of holding placement tests and their impact on the psychological and learning development of students. Drawing on theories by Thom Hudson and Martyn Clarck (2008) regarding the purpose of placement tests and H.C. Witherington's work on psychological and learning development (1998), this discussion delves into two main aspects: the purposes of holding placement tests and the psychological and learning development of students based on the outcomes of these tests. The further findings and discussions are given below:

Purposes of Holding Placement Test

1. Placing Based on Interest and Talent: The placement test aims to categorize students according to their interests and talents. However, despite its intent, the test results often lead to discontent among students who may not align with their assigned classes. Placement tests serve to gauge students' interests and talents, aligning them with suitable majors or programs. Suwarto (2012), Eureka Education (2017), and others emphasize the importance of placing students in environments conducive to their abilities and interests, maximizing their chances of success.

2. Ease of Achieving Success: Placing students in classes aligned with their abilities and interests is believed to facilitate their path to success. However, discrepancies between desired majors and actual placements can lead to dissatisfaction. The correlation between students' interests and talents and their academic success is highlighted. Students who are correctly placed in programs matching their abilities, as exemplified by BJ Habibie's case, are more likely to excel in their academic pursuits.

3. Discovering Students' Potential: Holding placement tests is seen as a means to uncover students' latent talents and guide them towards fields where they can excel. Placement tests aid in identifying and nurturing students' potential, allowing educators to tailor their approach to individual needs. Understanding students' strengths and weaknesses from the outset, as advocated by Dr. Elly Herliani and others, facilitates targeted educational interventions.

4. Detecting Students' Abilities: By assessing students' abilities, placement tests assist in classifying them into appropriate academic levels or programs. Early detection of abilities enables teachers to devise effective teaching strategies and address individual learning needs efficiently.

Students' Psychological and Learning Development

1. Placement vs. Desired Major: While the placement test is intended to direct students to their desired majors, many feel it fails to do so adequately, leading to dissatisfaction and disengagement. Placing students in majors aligned with their interests and abilities is crucial for their academic and personal development. Misalignment between students' preferences and

chosen majors can lead to suboptimal learning outcomes, emphasizing the importance of accurate placement.

2. Homogeneous Classes Aid Learning: Learning in classes with peers of similar abilities enhances the educational experience. Effective learning processes, as described by Toto Ruhimat and others, are characterized by conducive learning environments and tailored instruction.

3. Placement by Score Measures Ability: Assessing students' abilities through placement tests informs educational decision-making and curriculum design. The quality of the learning process and outcomes is closely linked to the suitability of students' placements, underscoring the importance of accurate assessments.

4. Motivation to Study Hard: Learning motivation plays a pivotal role in students' academic success. Creating a supportive learning environment that fosters motivation, as outlined by Hamzah B. Uno and others, is essential for cultivating students' potential and promoting their learning independence.

5. Confidence and Envy: Placement results can affect students' confidence levels, leading to envy and underestimation of peers. Self-confidence is fundamental to students' academic and personal growth. Placing students in environments where they feel confident and capable, as elucidated by Hakim and others, positively impacts their learning experiences and outcomes.

6. Feelings of Envy and Underestimation: Emotional responses, such as envy and underestimation, may arise from placement outcomes. Addressing students' emotional needs and promoting empathy and understanding in educational settings are crucial for fostering positive learning environments

7. Ambition vs. Social Responsibility: Some students prioritize personal ambition over cooperation, potentially leading to a lack of camaraderie within classrooms. Balancing ambition with social responsibility is essential for ethical and holistic development. While ambition drives academic aspirations, fostering empathy and collaboration, as discussed by Dhammananda and others, cultivates a sense of community and shared success.

E. CONCLUSION

Placement tests serve multifaceted purposes, from aligning students with suitable academic pathways to shaping their psychological and learning development. Understanding the nuances of placement testing and its implications on students' lives is essential for educators and policymakers alike in fostering inclusive and effective educational practices. While placement tests effectively identify students' talents, they often overlook their interests, potentially hindering their intellectual growth. Despite enjoying the learning process, students in higher classes face challenges such as ambition-driven environments. Conversely, lower-class students excel in socializing but lack academic ambition. The lack of clarity and financial barriers surrounding placement tests further complicate matters. Additionally, the online nature of the system detracts from genuine friendships, overshadowed by competitive ambitions. Nonetheless, the desire to excel motivates students to study diligently despite these challenges.

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