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Improving Teachers' Competence on Implementing Qualified Assessment System Through Workshop and Coaching

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ABSTRACT

This School Action Research (SAR) is a descriptive and qualitative form, attempting to describe a phenomenon occurring among teachers and teachings in Junior High School. This research attempts to identify and describe how the implementation of qualified assessment system by the teachers at Junior High School 22 Mataram. Then, after they have joined the workshop and the coaching clinic with the principal, it is important to identify to what extent they have improved their performance in assessment. Therefore, this research has three purposes, namely: (1) to identify to what extent the given workshop and coaching impact on the teacher's competence on implementing qualified assessment systems. (2) to identify to what extent the implementation of qualified assessment system impacts on the students' learning output, and (3) to identify to what extent the implementation of qualified assessment system impacts on students' wellbeing. Research method used was descriptive method. The results show that after the implementation of workshop and coaching, the teacher's competence in implementing the Qualified Assessment System shows to be improved, from 66.7 percent in cycle one, to be 72.6 percent in cycle two. Furthermore, the student's wellbeing and learning output shows to be improved as well. In cycle one, their wellbeing mean score was 73.8 percent, improved to 93 percent in cycle two. The average score of their learning output in cycle one was 75.7 with classical mastery of 80.4 percent, improved to be 82.5 with classical mastery of 91.2 percent in cycle two. It can be sum up that workshop and coaching result in good impact on the implementation of qualified assessment system in Junior High School 22 Mataram.

Keywords: *coaching; teacher competence; qualified assessment system; workshops.*

INTRODUCTION

Nowadays, the advancement of science is so rapid that it has an impact on the world of education. The advancement in the world of education certainly has an impact on the main tasks and functions of a principal which are increasingly complex. Because the demands of the world

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of education are increasingly developing, the demands for leadership competence in schools are also increasing.

Responding to the demands of the times, the function and position of a principal are very vital for a school. The progress and decline of a school are largely determined by the managerial quality of its principal. In managing a school, a principal must have adequate competence. This is in accordance with the Regulation of the Minister of National Education Number 13 of 2007, there are five principal competencies, namely: social, personality, managerial, supervision and entrepreneurship competencies.

Therefore, to improve these competencies, according to government policy, prospective principals must take part in Prospective Principal Education and Training and incumbent principals must take part in strengthening training. According to the latest regulations, principals' candidate is also recruited from Teachers-in-Charge, who have taken part in a series of competency improvement training for 6 (six) to 9 (nine) months, both online and offline.

Of the five competencies above, one thing that needs attention is supervision, because it is related to teacher competency development. The ability of a principal to supervise has a positive impact on teachers and education personnel in the educational unit he leads (Manueke et al., 2021). The ability of teachers to plan learning tools, manage Teaching and Learning Activities (KBM) and conduct evaluations or assessments of Education will be well directed and guided.

With their increasing ability in evaluation and assessment, it shows that they have carried out their duties professionally as mandated by Law Number 14 of 2005 concerning teachers and lecturers. According to the Law, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education on formal education paths, basic education and secondary education (Amrulloh, 2020).

In carrying out his/her professional duties, a teacher must be able to (1) plan teaching and learning activities by preparing a Learning Implementation Plan (RPP), materials, tools and learning media before starting teaching and learning activities; (2) implement a quality teaching and learning process using adequate tools, facilities and infrastructure, and (3) carry out quality assessment management, namely by implementing an assessment system that complies with applicable norms.

Teacher competence certainly has an impact on student learning outcomes and student's wellbeing or their enjoyment of learning. Teachers who have good and excellent competence will certainly be felt by their students. Conversely, teachers who are not yet competent will cause low learning outcomes and student enjoyment (Amrulloh, 2020).

In relation to this, one of the things that is the focus of attention is the ability of teachers to implement a quality assessment system. How do they manage assessments, is it appropriate to the domain or not? That is what needs to be answered in this study.

In the field, it is still found that there are still some teachers who have not implemented quality assessment management. This was found from the supervision data, especially for young teachers or non-permanent teachers. This is not surprising because they rarely participate in activities for capacity building (self-development), such as workshops or training outside of school, both held by the government and the Subject Teachers' Conference (MGMP). Generally, schools prioritize State Civil Apparatus (ASN) teachers to participate in these activities on the grounds of self-development and promotion of ASN teachers and so on.

To overcome this problem, the school took the initiative to hold internal training and workshops. The school also formed a Learning Community which was registered with the Merdeka Mengajar Platform (PMM) to get teachers used to participating in webinars online.

As a resource person for workshops and webinars, schools invite resource persons from the school (internal) and experts from other institutions (external). Internal resource persons (principals) play a role in guiding young teachers in managing a quality assessment system. To

improve their ability to manage quality assessments, they are invited to workshops held by the school. Furthermore, they are guided individually, with coaching techniques (mentors). To ensure its implementation, and how students respond to the assessments they provide, they are observed while conducting teaching and learning activities in the classroom.

Based on the above problems, it is deemed necessary to raise the quality assessment system as a topic in this school action research. As a follow-up, it is necessary to form a school supervision team and workshop committee. The school supervision team consists of senior teachers who assist the principal in carrying out supervision activities. Supervision data is a reference in determining the target teachers in this study. Teachers who are still weak in managing the quality assessment system will become target teachers, and then they will be assisted with coaching techniques. They are representatives of each subject teacher. They will be assisted in planning, implementing, and evaluating with a quality assessment system. To find out the extent of the impact on students, a questionnaire needs to be conducted on students. The questionnaire is intended to ask about the impact of implementation of the assessment system for learning outcomes and their students' wellbeing. Starting from the background above, the research problems are:

1) What is the impact of workshops and mentoring with a coaching approach towards increasing teacher competence in a quality assessment system?
2) What is the impact of implementing a quality assessment system on student learning outcomes?
3) What impact does implementing a quality assessment system have on student wellbeing?

LITERATURE REVIEW

2.1. Rating System

Scoring system in the learning process interpreted as a series activity conducted by teachers, schools and other stakeholders to obtain, analyze, and interpret data on the learning process and outcomes of students that are carried out systematically and continuously. The assessment becomes meaningful information in decision making, both by teachers and schools. At the junior high school level, subject teachers play a major role as implementers of the assessment system.

As professional's educator must understand that there are goals and functions in carrying out the student assessment process. The goals and functions of assessment according to Amrulloh (2020) are to find out how many basic competency indicators of a subject have been achieved by assessing individual needs, learning needs, helping and encouraging students to have motivation in learning. Assessment is also a reflection of helping and assisting teachers to teach better, determine appropriate learning strategies, and as an effort to improve the quality of education.

A professional teacher must be able to implement a quality assessment system. A quality assessment system is an assessment model that applies the rules according to the applicable domain. According to Brown (2004), a good assessment must meet the following principles:

2.1.1 Valid or authentic, meaning that an assessment must be based on data that reflects the abilities of students. Likewise, the instruments used must be valid, measuring abilities with the right tools. For example, teachers measure reading ability with reading instruments.

2.1.2 Reliable or reliable, that an assessment instrument can be relied upon and is not affected by time and place. This means that an instrument, if used in a different

place or time, does not produce significantly different results.

2.1.3 Objective, meaning as it is. A good assessment must be as it is, far from the subjectivity of the teacher. The teacher gives grades free from feelings of like or dislike (like/dislike) to students.

2.1.4 Accountable, meaning that a good assessment system is one that can be accounted for.

2.1.5 Transparent, meaning that the teacher has nothing to hide, meaning that students (testees) get reasons for the high or low grades or scores they receive.

2.1.6 Flash back, meaning that an assessment instrument is good if the results have an impact on students' learning readiness. A good assessment instrument will provide a flashback to students' learning readiness, those who have good learning readiness get relatively better results.

2.1.7 Discriminatory, meaning that an assessment is said to be qualified if it has differentiating power. From the assessment conducted, teachers can then distinguish which students are already proficient, fast learners (quick learners) and which still need guidance (slow learners).

2.1.8 Fair, meaning that teachers in assessing students distance themselves from favoritism. Differences in assessment are purely due to differences in learning outcomes, free from primordial elements, for example due to ethnicity, religion, race, family and others.

In addition, a quality assessment system will have a positive impact not only on students' learning achievements but also on their enjoyment of learning (student's wellbeing). They enjoy following the teaching and learning process and are happy to receive their learning outcomes (Amrulloh, 2020).

2.2. Technical Supervision

The principal plays a major role in improving the professional quality of a teacher. The principal must guide them through a quality and continuous supervision program.

Therefore, a principal plays a vital role in advancing a school that he leads. The progress or decline of a school depends on the quality of leadership possessed and implemented by the principal. According to the Regulation of the Minister of National Education number 13 of 2007, a principal must have five competencies, namely: personality competency. Social competency, managerial competency, supervisory competency and entrepreneurial competency.

According to PP No. 19 of 2017, it states that the workload of the principal is entirely to carry out the main managerial tasks, entrepreneurship development and supervision of Teachers and Education Personnel (GTK).

The success of a leader can be seen from his ability to motivate others to achieve predetermined goals. The principal as a supervisor has the responsibility to improve the ability of teachers to manage learning activities in schools and has a very important role in the development and progress of the school. Therefore, he must carry out supervision properly and correctly in accordance with the principles of supervision and the right techniques and approaches (Kemendikbud, 2021).

2.3. Coaching Approach

In the Teacher Mover Program, there is a new approach that is quite popular, which is related to academic supervision today, namely the use of coaching (mentor). Different

from the conventional approach which is instructional and top-down, the coaching technique takes an equal position between the coach (mentor) and the coachee (the supervised). In solving problems, it is also different, if in the conventional approach, the supervisor offers alternative solutions to the problem to the supervisee. However, in the coach approach, problem solving actually comes from the coachee himself, through provocative questions asked by the coach. Thus, the problem solving is bottom up.

However, in theory, the definition of coaching is still mixed up with teaching, even though they are two different things. According to Yuliawan (2016), the definition of coaching, quoted from Wikipedia, is "a teaching, training, or development process in which an individual gets support while learning to achieve a specific personal or professional result or goal" (Teaching, training, or development process in which an individual gets support while learning to achieve a specific personal or professional result or goal).

In this context, coaching is distinguished from teaching or training because the coach does not provide answers to the problems faced by the coachee. The coach's task is more on mentoring accompanied by provocative questions to trigger the coachee to answer their own problems by exploring their potential.

2.4. Student's Wellbeing

In the Merdeka curriculum, learning must be oriented towards students, where they get a school atmosphere, classroom and learning environment that is free from stress (being stressed). Therefore, teachers must present a pleasant teaching and learning atmosphere (KBM) for their students. Thus, joyful learning by presenting varied learning becomes a must. According to Brown (2007) teachers must be able to present a pleasant and stress-free psychological condition for students when they learn. If a pleasant and stress-free condition can be presented, it will have a positive impact on their learning outcomes.

The definition of joyful learning, in this context, is the creation of a classroom atmosphere that arouses pleasant and happy emotions due to something good or satisfying (Wolk, 2008). Furthermore, Cronqvist (2021) and Rezeki & Lutfi (Rezeki & Lutfi, 2024)) emphasizes several things that need to be considered in joyful learning, including:

2.4.1 Find the Pleasure in Learning; students are given the opportunity to learn with a happy heart, without feeling pressured.

2.4.2 Give students the opportunity to choose (Give Students Choice); they are given the opportunity to choose something (for example: a game) that they want, of course with the guidance of the teacher.

2.4.3 Give them the opportunity to create something (Let Students Create Things); they will feel happy if they can produce something.

2.4.4 Show off Student's Work; their creations can be exhibited, for example, by sticking them on the classroom wall.

2.4.5 Giving students the opportunity to play (Take Time to Tinker); they are given the opportunity to learn while playing or play while learning.

This article emphasizes the first and fifth points, namely: seeking pleasure in learning and creating a pleasant teaching and learning atmosphere for students (student's wellbeing).

Enjoyable learning is in line with what is called the independent learning program that is currently being promoted by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). By adopting the basic philosophy of education taught by Ki Hajar Dewantara in the classroom, teachers must present a learning process that is liberating for students. This means that they must be free from unpleasant psychological conditions and are not affected in receiving lessons (Module 1 of the Teacher Leader Program).

Students must be conditioned to learn according to their nature. They learn not because of coercion or pressure. They learn to fulfill their curiosity, to grow their talents and interests. Students certainly have different talents and interests. Of course, this must be a concern for teachers so that, for example, those who do not like math lessons are forced to do heavy math assignments, it is enough to meet their basic needs to survive (life skills).

Thus, in line with the shared desire to present joyful learning, it will in turn present a condition called student's wellbeing. Student's wellbeing is the emotional state of students that shows a positive mood (pleasant mood) and positive attitude (positive behavior) in the relationship between peers and teachers so that it can foster an optimistic attitude (Rezeki & Lutfi, 2024).

This is in line with what was said by a humanistic psychology expert, Carl Rogers. He said that students need a peaceful atmosphere so that they can develop their potential optimally (Brown, 2007). Therefore, the role of teachers is very vital in designing a peaceful and comfortable learning atmosphere (joyful learning) for students so as to create student's wellbeing.

METHODS

This research is descriptive qualitative, which describes a finding using qualitative data. This research is also in the form of a cycle, meaning that if the results in the first cycle are not significant, then it is continued with the next cycle. The use of quantitative data (percentage numbers and so on) is only intended to strengthen the argument.

3.1. Research steps

Research procedures are technical steps that must be followed as a guide to how the research flow runs. This research follows the procedure as illustrated in the following chart 1.

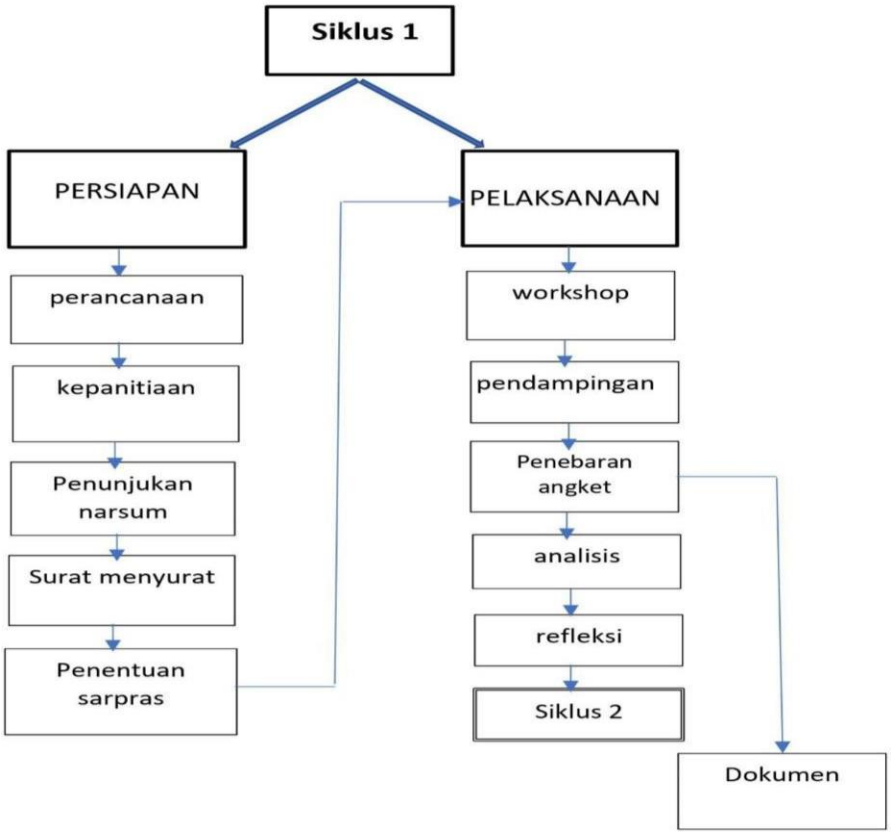

Chart 1. Research Procedures

This research procedure is cyclical research. Each cycle goes through several stages, such as preparation, implementation, and reflection. If the results according to the reflection results in the first cycle are not satisfactory then it is continued with the next cycle.

3.1.1 Cycle One

The research process in cycle one begins with thorough preparation to ensure smooth implementation, followed by execution and reflection. In the preparation stage, several key steps were undertaken. First, a workshop committee was formed, consisting of a school principal as the person in charge, a chairperson to coordinate activities, a secretary to manage correspondence, a treasurer to handle finances, and section members to oversee various aspects of the event. Supporting facilities and infrastructure were also carefully arranged, including selecting an appropriate date and time that would not interfere with teaching activities, choosing a suitable venue such as the media room at SMPN 22 Mataram, and preparing essential materials like backdrops, banners, and correspondence for invited officials and speakers. Additionally, necessary media and tools, such as laptops, presentation materials, and teaching aids, were prepared. Lastly, competent resource persons were selected, involving both internal speakers from SMPN 22 and external experts from other schools.

The implementation phase consisted of several activities designed to enhance teacher competence in managing a quality assessment system. The workshop involved all teachers and began with material presentations by resource persons, focusing on key aspects of a quality assessment system. This was followed by Learning Community

Discussion activities, where teachers formed small groups to discuss and agree on essential teaching materials and administrative tools. To assess the teachers' understanding, a questionnaire on the quality assessment system was distributed. The next stage was mentoring using a coaching approach, where teachers had one-on-one discussions with a coach to share their experiences and receive guidance on managing assessments. Classroom observations were conducted to evaluate teaching practices and student engagement, followed by the distribution of a Student Wellbeing Questionnaire to assess students' enjoyment and response to their teacher's assessment. Finally, the results of both teacher and student questionnaires were analyzed to measure progress in implementing a quality assessment system.

In the reflection phase, the success of cycle one was evaluated by analyzing feedback from teachers, supervisors, and students. If the results indicated that key objectives—such as the effectiveness of the teacher assessment system, student learning outcomes, and student wellbeing—had not reached 85 percent completion, further improvements would be made, and the process would continue with cycle two. This reflection allowed researchers to identify deficiencies and develop better strategies for enhancing the quality assessment system in the next cycle.

3.1.2 Cycle two

Cycle two follows a similar procedure to cycle one, consisting of three main stages: preparation, implementation, and reflection. In the preparation stage, all necessary elements for the smooth execution of the cycle are arranged, taking into account the shortcomings from cycle one. Any weaknesses identified in the previous cycle are addressed to ensure better outcomes in cycle two. During the implementation stage, the process largely mirrors that of cycle one, with seven key stages to be completed before reflection. However, cycle two serves as an improvement, incorporating technical steps based on deficiencies found in previous data. One significant addition is the inclusion of a webinar activity at PMM, introduced to further enhance the target teachers' competence, as workshops alone were deemed insufficient. Finally, in the reflection stage, researchers and target teachers come together to evaluate the process, identifying successful aspects and remaining challenges. If the results are deemed satisfactory, the research concludes at this stage; otherwise, further improvements will be made, and the process will continue with the next cycle.

3.2. Research setting

This research was conducted at SMPN 22 Mataram during the 2023-2024 academic year, involving 18 subject teachers as the target respondents. To measure learning outcomes and student wellbeing, the study also included student participants. The total student population was 129, from which 25 students, representing 19.4 percent, were randomly selected from various classes. These students were specifically those taught by the target teachers, ensuring relevant data collection for assessing the impact of the quality assessment system on both teaching effectiveness and student engagement.

3.3. Data and Data Sources

The study utilized data from two primary sources: target teachers and student samples. Teacher data was gathered through a quality assessment system instrument they completed, which measured their understanding and implementation of assessment practices in teaching and learning. This instrument contained twenty key indicators

evaluating the effectiveness of the quality assessment system. Meanwhile, student data comprised two categories: learning outcomes and student wellbeing. Learning outcomes were assessed based on students' academic performance as influenced by the teachers' assessment practices. Student wellbeing data, obtained from the analysis of a learning pleasure instrument, aimed to determine how the implementation of a quality assessment system positively affected students' enjoyment of learning.

3.4. Data Collection Techniques

Data collection techniques in this study involved four methods: questionnaires, interviews, observations, and document studies. The questionnaire method included distributing instruments to both target teachers and students, with separate questionnaires designed for each group. Interviews were conducted randomly with target teachers during individual or group mentoring sessions and with students during classroom mentoring. Observations were carried out in classrooms to assess how well teachers implemented the quality assessment system and to analyze student responses to assessment techniques and overall teaching effectiveness. Student engagement and enjoyment of learning were also observed through their gestures and classroom behavior. Additionally, a document study was conducted, where teachers who implemented the quality assessment system submitted relevant documents via a WhatsApp group. These documents were then analyzed to evaluate the extent of implementation and determine necessary follow-up actions.

RESULTS

4.1. Results of Cycle 1

Cycle one goes through several stages, including workshops, group discussions, mentoring (coaching) target teachers, filling out teacher questionnaires, class observations, filling out student questionnaires, analyzing questionnaire results and ending with reflection.

4.1.1. Workshop

The Workshop activities began on July 22, 2024, which lasted for four days. This activity involved all teachers, namely 18 teachers, consisting of 12 permanent teachers and 6 honorary or non-permanent teachers. All teachers were included as respondents in this study.

The activity began with the presentation of materials by the resource person, namely important points related to the quality assessment system. These points become guidelines for participants to plan and implement a quality assessment system.

Photo 1. Workshop Activities

On the first day, the workshop was filled with presentations from resource persons and discussions or Q&A sessions about the quality assessment system. On the second day and so on, it was continued with group discussions to prepare the learning materials that had to be prepared. On the third day, they were assigned to discuss the teaching materials and devices that had been prepared, and make improvements as needed. On the fourth day, they collected their teaching materials and devices to each appointed group leader. The final product of the group discussion was the collection of odd semester teaching materials.

4.1.2. Group Discussion Activities

On the second day of the workshop, participants held group discussions. They agreed on what products or devices should be prepared as administrative and teaching material equipment and in the framework of a quality assessment system. They deliberated using break time, with a duration of 30 minutes. Then, they completed it at their respective homes. During the supervision session, they prepared the devices that had been arranged and printed out, then submitted them to the Supervision Team appointed by the principal. Furthermore, each member of the supervision team reported the results to the principal.

4.1.3. Distribution of questionnaires to target teachers

After studying the advantages and disadvantages of the device documents collected by the target teachers, they were then asked to fill out the quality assessment system instrument/questionnaire that had been prepared. They checked the column according to the completeness of the documents they had prepared. In the questionnaire there are 4 (four) columns that must be checked, consisting of "0": never, "1": rarely, "2": often and "3": always.

The results of the questionnaire then become the basis for individual mentoring with a coaching approach. Respondents will be asked (confirmed) again about the points (indicators) that they have filled in/checked during mentoring (coaching).

4.1.4. Creating a Coaching Schedule.

To ensure the order and smoothness of coaching, it is deemed necessary to create a Coaching Schedule. Thus, participants (respondents) come to meet the principal to do coaching according to the schedule that has been prepared.

4.1.5. Mentoring with a Coaching Approach

After the participants have collected the assessment tool documents and so on, the next step is mentoring. The mentoring pattern adopted is the coaching approach model. With this pattern, it is expected that respondents can solve assessment problems based on their own understanding and experience, not based on the principal's direction or instructions. The principal only directs with trigger questions based on the results of filling in the instrument.

Photo 2. Individual assistance with a coaching approach

The coaching steps are as follows. First, each participant is invited into the principal's office based on a predetermined schedule. Next, the principal begins with an opening Q&A, which is asking light questions so that respondents feel comfortable. The next step, they are asked various things related to the quality assessment system and its implementation based on the data they have filled in the instrument that has been distributed previously.

The principal uses several trigger questions to help the coachee explore the answers to the problems they face. Finally, the principal closes the coaching with a conclusion and closing sentence and makes an agreement for the next meeting or action.

4.1.6. Class Observation

There are several things that are the objectives of class observation, namely: to see the suitability between the coaching data and the teacher's instrument contents. In addition, there are several other data that need to be obtained from this class visit activity, namely monitoring the model or type of oral assessment or direct assessment (on-going assessment) carried out by the target teacher.

Photo 3. Observation of KBM Activities

The purpose of observing teaching and learning activities in the classroom is so that researchers can also ensure how students respond to the assessment carried out by the target teacher by conducting direct interviews and distributing questionnaires. Analysis of the results of the assessment system instrument questionnaire

After the target teachers have completed the questionnaire, the results of the questionnaire are then analyzed to identify the completeness of the teacher's data.

target has. There are two analysis techniques, namely by name (per target teacher name) and by indicator (per questionnaire indicator). The results of the questionnaire analysis determine the direction of further action. Whether they need individual assistance or not.

Table 1. Results of Target Teacher Questionnaire Analysis by name cycle 1

No	Name	Subject Teacher	Score (%)
1	HM Salihi, S.Pd.	Mathematics	-
2	Ustur, S.Pd.	Science	70
3	Sakran, S.Pd	IPS	65
4	Arif Rahman, S.Pd.	PPKn	85
5	Muhammad Wardi, S.Pd	English	65
6	Samsul Safwadi, S.Pd	Mathematics	70
7	Baiq Sara Marianti, S.Pd	Science	65
8	Urge Ketut Yuda Miniartini, S.Pd	Crafts	75
9	Milayanti, S.Pd	Art and culture	65

10	Dr. Ratna Wulan, S.Pd.	Mathematics	65
11	Datu Ade Wisnu, S.Pd	Physical Education	75
12	Hamim, S.Ag	Islam	60
13	Prof. Dr. Agus Jayadi, S.Pd.	ICT	55
14	Khairul Fatihin, S.Pd	Indonesian	55
15	Husnul Ma'ad, S.Pd	Local content	55
16	HM Fadil, S.Pd	Science	-
17	H. Syaiful Bahri, S.Pd.	Indonesian	-
18	Fatimatuzzahra, S.Pd.	BK	65
Average			62

From the data above, it shows that out of 18 target teachers, there were three people who were not involved in collecting the instruments. This happened for various reasons, for example, some were not healthy, and did not want to because they wanted to prepare for retirement.

The next step is to conduct an analysis by indicator, namely examining each indicator in more depth, as shown in the table below.

Table 2. Results of Target Teacher Questionnaire Analysis by Indicator Cycle 1

No	Indicator	Percentage
1	Planning assessment in lesson plans	93.3
2	Conduct assessments according to applicable rules	73.3
3	The assessment system includes a rubric	40
4	In the assessment system there is a HOTs assessment	46.7
5	In the assessment system there is a structured assessment	100
6	In the assessment system there is unstructured assessment	40
7	In the assessment system there is a project assessment	53.3
8	In the assessment system there is an assessment in the knowledge domain.	100
9	In the assessment system there is an assessment in the skills domain.	100
10	In the assessment system there are various questions (multiple choice, essay, completing, sorting, etc.)	80
11	In the assessment system there is assignment (homework)	80
12	In the assessment system, daily assessments are carried out (daily tests).	100
13	In the assessment system there is a mid-semester assessment	100
14	Teachers analyze student assessment results	40
15	Teachers carry out remedial programs	20
16	Teachers run enrichment programs	20
17	The teacher does reflection	20
18	Teachers report assessments to parents	53.3

19	Teachers communicate with students about their learning outcomes	86.7
20	The teacher communicates with the homeroom teacher about the results of the student assessment.	73.4
Average		66 %

This analysis has excluded three target teachers who were not involved for the various reasons mentioned above.

The results of the analysis by indicator help to identify weaknesses in certain indicators to get follow-up at the next mentoring. The data above shows that the percentage of target teachers' ability to manage quality assessments in this first cycle is still relatively low, with an average of 66%.

The data shows that most of the indicators have not been implemented properly as a requirement for quality assessment. Of the 20 indicators, things that have been implemented perfectly are only in five indicators, namely structured assessment, daily, knowledge domain assessment, skills domain and mid-semester assessment. The five aspects have of course been implemented perfectly because they are mandatory components included in student report cards.

However, there are still several indicators that are still very low in their implementation. Of all the indicators, there are still six that have a very low percentage, namely: inclusion of assessment rubrics in the RPP (40 percent), unstructured assessment (40 percent), analysis of assessment results (40 percent), improvement or remedial programs (20 percent), enrichment programs (20 percent) and reflection (20 percent).

Regarding the assessment with HOTs elements, it is also less convincing. Because during the mentoring, when asked about both of these things, most of them answered unconvincingly, only 46 percent had done it. For example, when asked about the HOTs material, some of them did not even understand it. Likewise with reflection, most have not practiced it, because they do not understand its meaning and function.

4.1.7. Learning Outcome Analysis Results

The results of the learning outcome analysis are taken from the learning outcomes of the target teacher's students. The target teacher conducts an analysis on one of their students' learning outcomes after implementing a quality assessment system.

Table 3. Results of Analysis of Student Learning Outcomes in Cycle 1

No	Target Teacher Name	Subject Teacher	Participant Score Educate	Percentage of Completion
1	Ustur, S.Pd.	Science	80.8	84
2	Sakran, S.Pd	IPS	77.6	73.7
3	Arif Rahman, S.Pd.	PPKn	67.5	76.9
4	Muhammad Wardi, S.Pd	English	76	69.2
5	Samsul Safwadi, S.Pd	Mathematics	75.3	68.4
6	Baiq Sara Marianti, S.Pd	Science	77.4	84.2
7	Urge Ketut Yuda Miniartini, S.Pd	Crafts	73	92
8	Milayanti, S.Pd	Art and culture	78	92

9	Dr. Ratna Wulan, S.Pd.	Mathematics	75	68
10	Datu Ade Wisnu, S.Pd	Physical Education	75.5	84.2
11	Hamim, S.Ag	Islam	76.6	78.9
12	Prof. Dr. Agus Jayadi, S.Pd.	ICT	73.8	84.6
13	Khairul Fatihin, S.Pd	Indonesian	-	-
14	Husnul Ma'ad, S.Pd	Local content	81	100
15	Fatimatuzzahra, S.Pd.	BK	-	-
Average			76.4	77.8

Of the 15 (eleven) target teachers, there are still two who have not analyzed their students' learning outcomes. The first, Fatimatuzzahra, did not analyze daily tests because she is a counseling teacher. The second, Khairul Fatihin, is an Indonesian language teacher had not collected their data by the agreed deadline. The two teachers were not included in the data analysis.

Of the 13 teachers who sent data, the average test score for students in the eleven subjects in this first cycle was 76.4 with classical completion reaching 77.8 percent.

4.1.8. Results of analysis of student's wellbeing instrument

The analysis of the student's wellbeing instrument aims to determine the students' responses to the implementation of the assessment system by the target teacher. The target teacher gave the instrument to several of his/her students by sampling. The results of the student questionnaire are shown in table 4 below.

Table 4. Results of the Analysis of the Student's Wellbeing Questionnaire Cycle 1

No	Indicator	Achievement
1	I feel happy doing the questions/assignments from my teacher	85.3
2	I honestly do the questions/assignments given by my teacher	63.2
3	I am enthusiastic about doing assignments/homework from my teacher	67.6
4	I am responsible for the tasks given	72.1
5	I show confidence when conveying my learning outcomes	75
6	I feel happy in receiving my learning results	79.4
Amount		408
Average		73.8

The data in table 4.3 above shows that in general, students' enjoyment of learning is still quite low, an average of 73.8 percent. This is certainly directly related to the quality of teacher service in implementing quality assessments. Of the six indicators asked, students were only good in the first indicator. However, their level of honesty is still low, which is only 63.2 percent. This shows that the teacher's job is still to instill honesty in their students. In doing assignments, some of them still copy their friends' work. Another

thing that teachers must pay attention to is their enthusiasm in completing the tasks given, which is also still low (67.6 percent), because enthusiasm for learning also has an impact on learning outcomes.

4.1.9. Reflection

From the series of processes in cycle one, several aspects require attention. First, while target teachers have included assessment plans in their lesson plans, they remain incomplete, particularly because these lesson plans have not been signed by the principal. Additionally, although the target teachers have implemented twenty indicators of the quality assessment system, the overall quality remains unsatisfactory, as reflected in the low average percentage scores. Key areas needing improvement include integrating HOTS (Higher-Order Thinking Skills) elements in test items to enhance students' critical thinking abilities and conducting a thorough analysis of student learning outcomes. This analysis is essential to guide remedial and enrichment programs, which have not yet been effectively implemented due to the lack of data-driven follow-up actions.

Another weakness identified in cycle one is the low quality of group discussions. To address this, a learning community was established and officially registered with the Community Driver on the Merdeka Mengajar Platform (PMM), allowing teachers to access a broader range of online learning materials. Furthermore, three target teachers failed to submit documentary evidence of student learning outcome analysis on time and did not participate in the coaching program, which must be rectified in the next cycle. Given these shortcomings, it is crucial to enhance the management of the quality assessment system to positively impact learning outcomes and student wellbeing. Consequently, this study was continued with cycle two.

4.2. Results of Cycle 2

The procedure for cycle two is almost the same as cycle one, but there is no more workshop. The workshop is replaced with a webinar at the Learning Community. Here is the procedure:

4.2.1. Learning Community

In cycle two, target teachers gathered in the forum on the Merdeka Mengajar Platform (PMM). They held discussions (both offline and online via webinar) and agreed on things that needed to be completed from the results of the cycle one reflection. For example, there were still some teachers who had not completed the RPP documents, analysis of learning outcomes, physical evidence of communication with parents, and others.

To improve the quality of group discussions, they formed learning community, then registered as a Community Driver in PMM. In addition to discussions, they can also increase their insight and enrich their knowledge by downloading materials, teaching materials or assessment models available in PMM.

Photo 4. PMM Learning Community and Webinar

Regarding the deficiencies (red zones) in numeracy competencies according to data in the 2022 SMPN 22 Mataram Education Report Card, teachers are trying to download teaching materials from the PMM. Because based on the results of the exploration of the education report card, one of the weaknesses of teachers is the quality of teaching and learning activities which is still low. One of the causes is lack of self-development and the use of media and teaching materials that are not yet optimal. Therefore, with the efforts made through the use of PMM and the combined webinar, the deficiencies in the education report card can be immediately corrected.

4.2.2. Mentoring with coaching

Mentoring in cycle two consists of group mentoring, individual mentoring, and class visits. Group mentoring is used to deliver general materials, as well as to complement deficiencies in cycle one which is conducted online (webinar).

Furthermore, individual mentoring is utilized to individually guide several teachers who are having problems completing the points of the twenty indicators. For example, there are still several teachers who need guidance in perfecting enrichment programs, remedial and reflection techniques with students.

Photo 5. Coaching in cycle 2

Classroom mentoring is intended to observe the implementation of a quality assessment system by target teachers. In addition, it is necessary to obtain feedback from students on the implementation of the quality assessment system.

4.2.3. Distribution of questionnaires to target teachers

As in cycle one, there is a questionnaire that must be filled out by the target teacher regarding the management of a quality assessment system. In addition, there is also a student's well-being questionnaire that must be filled out by students as a response to the implementation of a quality assessment system carried out by their teacher.

4.3. Analysis of the results of the assessment system instrument questionnaire

The quality of the management of the quality assessment system carried out by the target teachers in cycle one is not yet satisfactory. This certainly has an impact on the still low or suboptimal learning outcomes and student's wellbeing. Based on the results of the reflection on cycle one, it is necessary to improve actions in cycle two.

The following are the results of the analysis of the target teacher questionnaire by name, the data is collected in table 5 below.

Table 5. Results of Target Teacher Questionnaire Analysis by name cycle 2

No	Name	Subject Teacher	Score (%)
1	HM Salihi, S.Pd.	Mathematics	-
2	Ustur, S.Pd.	Science	80
3	Sakran, S.Pd	IPS	75
4	Arif Rahman, S.Pd.	PPKn	85
5	Muhammad Wardi, S.Pd	English	70
6	Samsul Safwadi, S.Pd	Mathematics	70
7	Baiq Sara Marianti, S.Pd	Science	65
8	Urge Ketut Yuda Miniartini, S.Pd	Crafts	80
9	Milayanti, S.Pd	Art and culture	65
10	Dr. Ratna Wulan, S.Pd.	Mathematics	65
11	Datu Ade Wisnu, S.Pd	Physical Education	70
12	Hamim, S.Ag	Islam	60
13	Prof. Dr. Agus Jayadi, S.Pd.	ICT	70
14	Khairul Fatihin, S.Pd	Indonesian	60
15	Husnul Ma'ad, S.Pd	Local content	60
16	HM Fadil, S.Pd	Science	-
17	H. Syaiful Bahri, S.Pd.	Indonesian	-
18	Fatimatuzzahra, S.Pd.	BK	66
Average			69.4

There were 15 (fifteen) teachers involved in the questionnaire in cycle two. Three of them were not involved for various reasons. The results of the questionnaire analysis showed an increase, with an average of 69.4. Compared to cycle one, this was an increase of 7.4 percent. This shows that the actions taken in cycle two have yielded results.

The second is the result of the target teacher questionnaire analysis per indicator. The results have been collected in the following table 6.

Table 6. Results of Target Teacher Questionnaire by Indicator Cycle 2

No	Indicator	Percentage
1	Planning assessment in lesson plans	100
2	Conduct assessments according to applicable rules	95
3	The assessment system includes a rubric	75.8
4	In the assessment system there is a HOTs assessment	66
5	In the assessment system there is a structured assessment	100
6	In the assessment system there is unstructured assessment	69
7	In the assessment system there is a project assessment	70
8	In the assessment system there is an assessment in the knowledge domain.	100
9	In the assessment system there is an assessment in the skills domain.	100
10	In the assessment system there are various questions (multiple choice, essay, completing, sorting, etc.)	95
11	In the assessment system there is assignment (homework)	95
12	In the assessment system, daily assessments are carried out (daily tests).	100
13	In the assessment system there is a mid-semester assessment	100
14	Teachers analyze student assessment results	69.6
15	Teachers carry out remedial programs	63.6
16	Teachers run enrichment programs	63.6
17	The teacher reflects with	69.6
18	Teachers report assessments to parents	48.5
19	Teachers communicate with students about their learning outcomes	69.6
20	The teacher communicates with the homeroom teacher about the results of the student assessment.	66.6
Average		80.85%

From the analysis results in cycle two above, the data shows that there is an increase in teacher competence in managing a quality assessment system. If in cycle one the average was 66 percent, then in cycle two it increased to 80.85 percent. Compared to cycle one, in cycle two there was an increase of 14.85 percent.

4.3.1. Learning Outcome Analysis Results

There is an increase in the quality of the target teacher's actions in this second cycle. This is evidenced by the results of the analysis of student learning outcomes collected in the following table 7.

Table 7. Results of Analysis of Student Learning Outcomes in Cycle 2

No	Target Teacher Name	Subject Teacher	Participant Score Educate	Percentage of Completion
1	Ustur, S.Pd.	Science	79.5	100
2	Sakran, S.Pd	IPS	78	85.7
3	Arif Rahman, S.Pd.	PPKn	75.2	60
4	Muhammad Wardi, S.Pd	English	78.3	96
5	Samsul Safwadi, S.Pd	Mathematics	76.9	75
6	Baiq Sara Marianti, S.Pd	Science	79.4	84
7	Urge Ketut Yuda Miniartini, S.Pd	Crafts	80.8	96
8	Milayanti, S.Pd	Sni Culture	84.3	86.4
9	Dr. Ratna Wulan, S.Pd.	Mathematics	79.4	100
10	Datu Ade Wisnu, S.Pd	Physical Education	79.5	96
11	Hamim, S.Ag	Islam	86.6	100
12	Prof. Dr. Agus Jayadi, S.Pd.	ICT	80.5	96
13	Khairul Fatihin, S.Pd	Indonesian	-	-
14	Husnul Ma'ad, S.Pd	Local content	87	100
15	Fatimatuzzahra, S.Pd.	BK	-	-
Average			82.5	91.2

In this second cycle, there were thirteen subject teachers involved in the research. Two others were not involved for various reasons. The encouraging thing is that there was a significant increase, both in the average value of student learning outcomes and classical completion. The average value increased to 82.5 while classical completion increased to 91.2.

4.3.2. Results of analysis of student's wellbeing instrument

The improvement of management quality by target teachers is certainly expected to have a positive impact on students' learning pleasure. This is proven by the data collected in table 8 below.

Table 8. Results of Student's Wellbeing Analysis Cycle 2

No	Indicator	Achievement
1	I feel happy doing the questions/assignments from my teacher	96.1
2	I honestly do the questions/assignments given by my teacher	92.0
3	I am enthusiastic about doing assignments/homework from my teacher	90.8
4	I am responsible for the tasks given	98.7
5	I show confidence when conveying my learning outcomes	86.8
6	I feel happy in receiving my learning results	93.5
Amount		557.9
Percentage		92.9

The data above shows the results of the student's wellbeing questionnaire in cycle two, there was a significant increase compared to cycle one. If in cycle one the percentage was 68 percent, it increased to 92.9 percent in cycle two, there was an increase of 24.9 percent. The encouraging thing is that students already feel responsible for the tasks given by the teacher. Of course, if they already have responsibility, it will have a positive impact on other aspects. For example, initially in the previous questionnaire, there were still many children who did their assignments dishonestly, after being given treatment and improved service and guidance by the teacher, there was an awareness to do assignments honestly, confidently, and happily (wellbeing).

DISCUSSION

In this section, the results of the analysis of data taken from target teachers and students will be discussed. Data from teachers are sourced from the results of the assessment system instrument analysis, while data from students are sourced from the results of the learning outcome analysis and student's well-being instruments.

5.1. Cycle 1

5.1.1. Teacher Questionnaire Analysis Results by Name

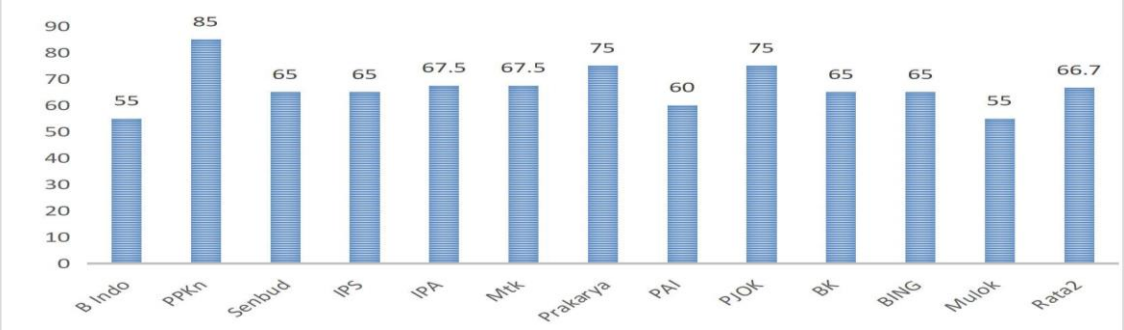

Chart 2. Results of Teacher Questionnaire Analysis by Name Cycle 1

The data in chart 1 above is an explanation of table 1. From table 1, there is a combination of several data due to the similarity of subjects, namely data number 2 is combined with number 7, then number 6 with 10. Thus, the data that appears includes 12 bars that represent each subject.

The results of the analysis show that most of the target teachers have not implemented a quality assessment system correctly in the teaching and learning activities they teach. However, they have completed all the elements required in a quality assessment system. The data must still be proven with physical evidence submitted in the form of lesson plans and assessment systems such as: lesson plans, examples of daily test analysis results, examples of assessment forms and so on (consisting of 20 indicators as stated in the table above).

Furthermore, how it is implemented in the classroom must be proven by direct observation or classroom observation. This is intended to see how students respond to the implementation of the assessment system by the target teacher.

From the data above, it shows that there are two subjects with the lowest scores (55%), namely Indonesian Language and Local Content. This illustrates that the teacher has not optimally implemented a quality assessment system. The reason for the low

quality of the two subject teachers is because they are young non-permanent teachers and have only moved to this school for a few months. However, there is one subject that has implemented a good quality assessment system, namely PPKn with a score of 85 percent. The person concerned is quite routine in developing themselves online at PMM.

Overall, there are several aspects that have not been optimally implemented by subject teachers, including: the application of HOTs and reflection to obtain follow-up data. Because they do not have data, they have not implemented remedial and enrichment programs optimally.

Of the 12 subjects studied, the results of the quality analysis of the implementation of the quality assessment system that they carried out in this first cycle were still low. This is shown by the data, with an average score of 67.1 percent. Therefore, there needs to be action to improve quality, and thus this research will be continued in the second cycle.

5.1.2. Teacher Questionnaire Analysis Results by indicator

To see the quality of the implementation of the quality assessment system per indicator, the data listed in the chart below provides a complete description of this.

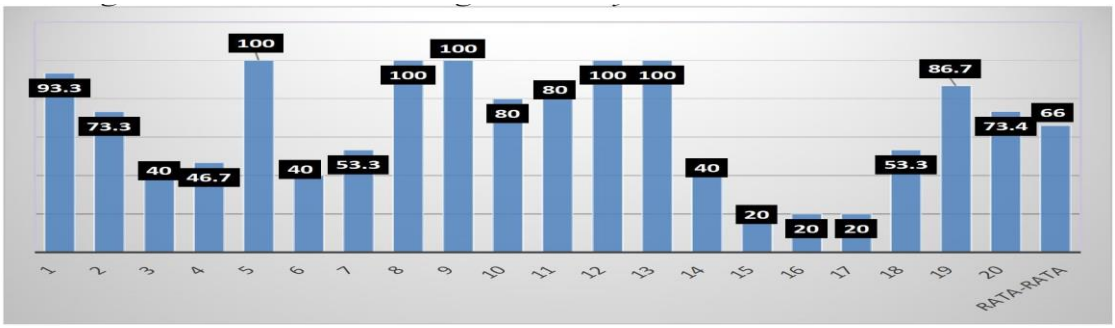

Chart 3. Results of Teacher Questionnaire Analysis by Indicator Cycle 1

Note: numbers 1-20 refer to the 20 indicators in table 2 above.

The data in Chart 4.2 is a reading of the data in table 4.2. From the data in the chart above, it shows that there are four aspects that have been perfectly carried out, which have received a score of 100 percent, because they are mandatory programs and are listed in student report cards. The four indicators are structured assessments, where teachers are required to do this because it is a basic part of the assessment. The second is the assessment of the knowledge domain. This is also mandatory because it is a value that appears in the semester report card. The third is the skills assessment, which also has the same reason as number three. And, finally, the mid-semester assessment, which is a school program.

Meanwhile, the target teachers are still less than optimal in implementing the following three aspects, namely: inclusion of assessment rubrics in the lesson plan, unstructured assessments, and analysis of student learning outcomes. These four aspects are only implemented by 40 percent. In addition, there is still something more concerning. There are still three things that are implemented very low, namely only 20 percent. The three aspects in question are: reflection, remedial programs and enrichment.

The three aspects mentioned above are a one-package program. This shows that only a few teachers in this school have implementing a follow-up program for a quality assessment system as intended in this article.

Thus, it can be said that in general the competence of teachers in implementing a quality assessment system is still low. This is proven by the data above, with an average of only 66 percent.

This is not surprising because the target teachers are mostly junior teachers and Non-Permanent Teachers (GTT) who still have minimal teaching experience and rarely participate in self-development activities. So far, if there are training or workshop activities held by the Education Office or the Subject Teachers' Deliberation Forum (MGMP), schools more often send ASN teachers.

One way out to overcome this problem is too often hold internal training and workshops, which are held by the school itself. Schools utilize internal speakers or invite external experts. Now that the Learning Community has been formed, which is registered with PMM, schools can plan regular webinars once a month.

From the data above, it strengthens the argument that this research needs to be continued in cycle two.

5.1.3. Results of Student Learning Outcome Analysis

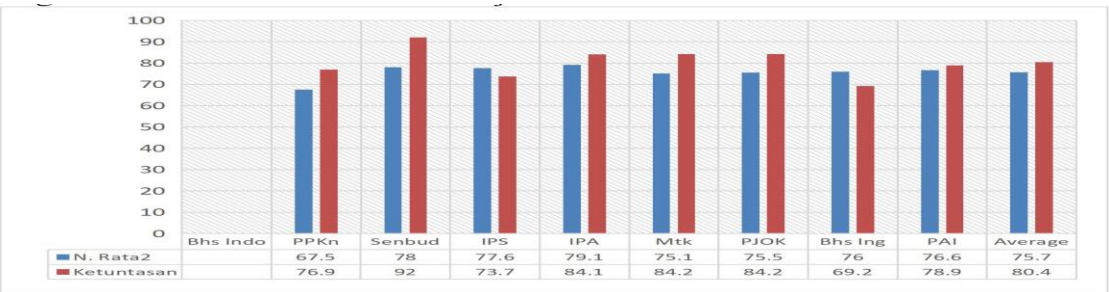

Chart 4. Results of Analysis of Student Learning Outcomes in Cycle 1

The data in chart 4.3 is a reading of the data in table 3, where there is a combination of several data due to the similarity of subjects. The data in table 3, number 1 is combined with 6 and number 5 is combined with 9.

From the data in the chart above, it shows that the Indonesian Language score is still empty, because the target teacher has not collected the data by the agreed deadline. The average value of student learning outcomes in general is not very satisfactory. The score in the PPKn subject is the lowest, which is still perched at: 67.5. Whereas the KKM in this school for all subjects is: 75. Likewise with other subjects, such as Science, and PJOK, it is still not very satisfactory. This shows that the subject teachers have not succeeded in managing quality assessments and have not been able to present enjoyable teaching and learning activities that have a positive impact on student learning outcomes. This is confirmed by the SMPN 22 Mataram Education report card data, the latest data shows that the school's numeracy competency is still in the red zone.

Likewise with the results of classical completion, which in this school should have reached 85 percent. Most subjects have not achieved that completion. There is only one subject that has achieved classical completion, namely the subject of Arts and Culture.

There is one teacher who has not submitted the results of the analysis of their students' learning outcomes by the agreed deadline, namely the Indonesian Language subject teacher. Thus, this research will be continued in cycle two by involving only 11 (Eleven) subject teachers. Likewise, the BK teacher does not need to be involved anymore because the scope of the material or research content is not relevant to Guidance and Counseling.

5.1.4. Student's Wellbeing Questionnaire Analysis Results

The results of the questionnaire on students' enjoyment of learning as an impact of the implementation of a quality assessment system by the target teachers are shown in the chart below.

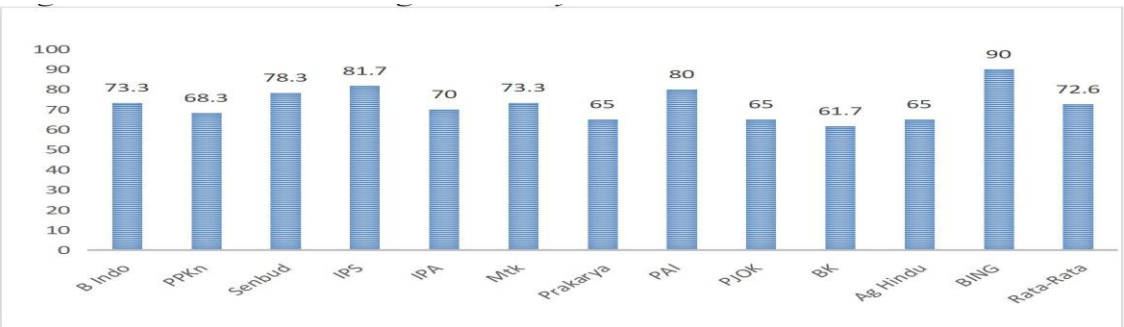

Chart 5. Results of Analysis of Student's Wellbeing Questionnaire Cycle 1

The data in chart 4 above is the result of reading the data in table 4. The data above shows that the pleasure of students in working on questions or assignments given by the teacher is quite good. However, their honesty in doing their assignments is still concerning. They tend to do assignments by copying each other's work. Therefore, the role of teachers is very much needed.

Teachers need to strengthen supervision so that their students can distinguish between individual and group assignments. If it is related to group assignments, then guidelines must be made so that they work together, where their active participation should be assessed. However, if it is related to individual assignments, teachers must provide emphasis to be done independently.

Next, when the teacher checks their work, of course they can distinguish which is their own work and which is copied work.

Another thing that still needs attention is the enthusiasm or motivation of students in doing their assignments. Teachers need to encourage them to be more enthusiastic, for example by presenting varied and enjoyable teaching and learning activities. Teachers also need to build rapport, namely a harmonious relationship with students in order to present an atmosphere of wellbeing in the classroom.

This finding is in line with the data on this school's education report card. The results of the Education Report Card at SMPN 22 Mataram in 2022 showed that the score on the school's numeracy indicator was in the red zone. After exploration, one of the causes was because teachers had not presented varied and enjoyable learning (joyful learning). To overcome this problem, teachers need to find learning media from online platforms, for example the Merdeka Mengajar Platform (PMM) so that teaching and learning activities are up-to-date (following developments).

According to Brown (2004), monotonous teaching and learning makes children unenthusiastic about learning. Of course, this has an impact on their learning outcomes which are also unsatisfactory.

So, reflecting on the explanation above, this research was continued with cycle two.

5.2. Cycle 2

5.2.3. Teacher Questionnaire Analysis Results by name

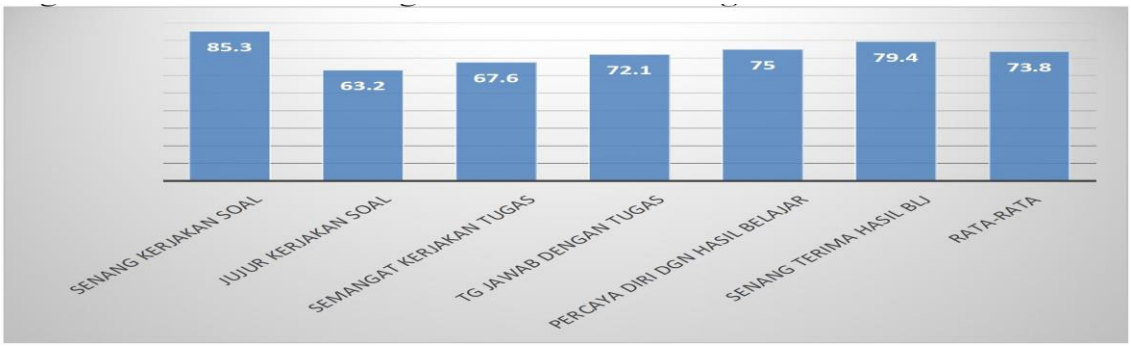

Chart 6. Results of Teacher Questionnaire Analysis by Name Cycle 2

From the chart 5, it shows that in this second cycle there was an increase in the results of the teacher questionnaire analysis in all subjects. From the data above, it shows that almost all target teachers experienced an increase in managing a quality assessment system. In general, their performance increased from an average of 66.7 in cycle one it increased to 72.6 in cycle two.

5.2.4. Teacher Questionnaire Analysis Results by Indicator

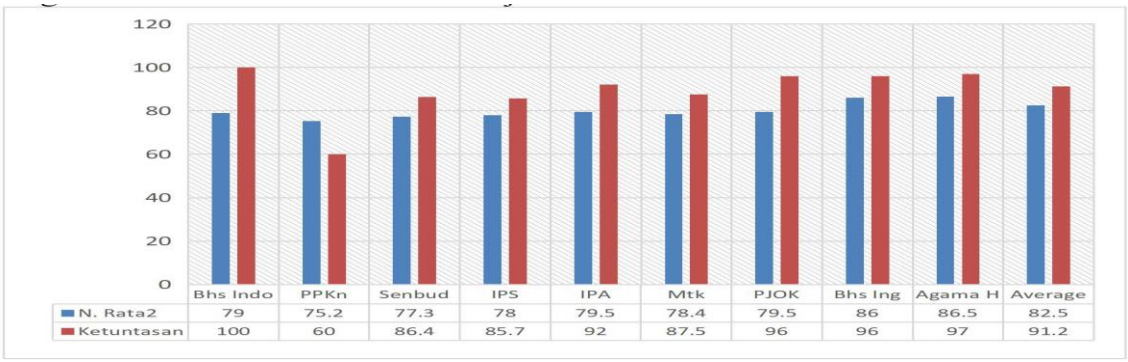

Chart 7. Results of Teacher Questionnaire Analysis by Indicator Cycle 2

The data in the chart above is the result of teacher questionnaire analysis by indicator in cycle two. Of the twenty indicators filled in by the target teachers, there was an increase in all indicators in all subjects. According to observations in the classroom, there was an increase in the management of the quality assessment system carried out in the classroom. In addition, the target teachers have also completed the assessment system documents according to the norms.

Through group and individual guidance, target teachers complete the documents that are still lacking. In the previous cycle, there were still some teachers who had not completed the results of the daily test analysis, now it has been completed. Likewise, for example, with the need for communication with parents.

In this second cycle, several teachers have taken the initiative to communicate with parents to convey the learning outcomes of students. Those whose learning outcomes are still low are encouraged by the target teacher to improve their learning discipline at home, and parents are encouraged to monitor their children's learning development. Thus, it can be understood that student learning outcomes are not solely the responsibility and result of the "work" of teachers at school but are the result of collaboration between teachers and parents/guardians at home.

5.2.5. Results of Student Learning Outcome Analysis

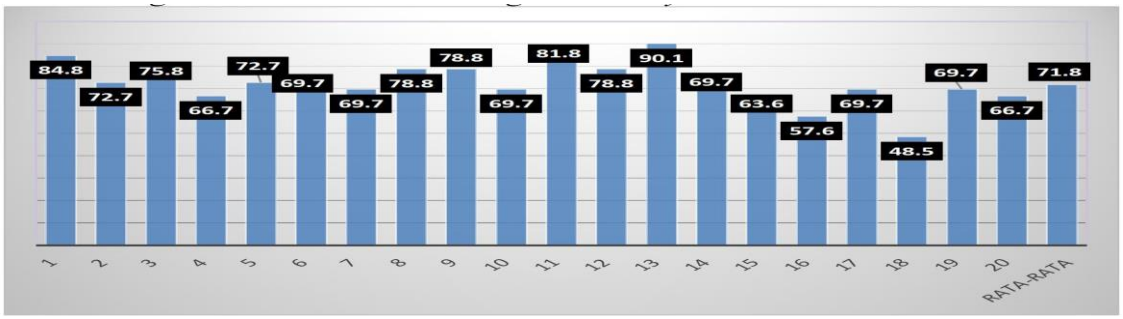

Chart 8. Results of Analysis of Student Learning Outcomes in Cycle 2

The data in the chart above is the result of the analysis of student learning outcomes in cycle two. Compared to their learning outcomes in cycle one, there was an increase. If in cycle one their average score was still perched at 75.7, then in cycle two there was a significant increase, reaching 82.5. Likewise with classical completeness, there has been an increase. If in cycle one, classical completeness reached 80.4 percent, then in cycle two it increased to 91.2 percent.

This increase is certainly inseparable from the quality of teacher service that has increased. In this second cycle, teachers have succeeded in improving the quality of management of the quality assessment system, after going through intensive guidance. In addition, according to observations in the classroom, and the results of interviews with students, teachers have also improved the quality of management of the teaching and learning process that they are in charge of.

5.2.6. Student's Wellbeing Questionnaire Analysis Results

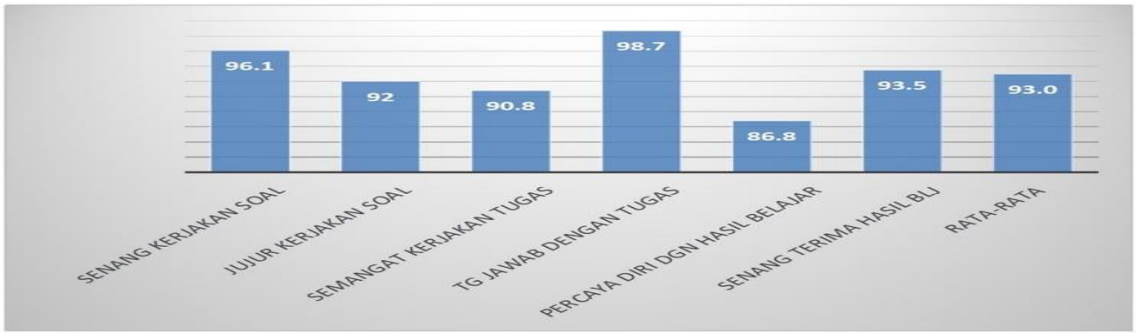

Chart 9. Results of Analysis of Student's Wellbeing Questionnaire Cyce 2

The data above is the result of the analysis of the student's wellbeing questionnaire in cycle two. The data shows that there was a significant increase compared to the results in the previous cycle. In this second cycle, students' enjoyment of learning increased to

93 percent. This is inseparable from the increasing quality of teacher services both in managing quality assessments and in the teaching and learning process in general.

From the results of interviews with several students, they also began to feel comfortable because of the change in the paradigm of teachers' thinking who increasingly pay attention to their enjoyment of learning. Previously, there were still teachers who carried out physical punishment, but over time this has subsided. With the coaching and information approach (video viewing, independent training, etc.) obtained from PMM, they increasingly understand the importance of a wellbeing atmosphere for students both in the classroom and in the school environment.

CONCLUSION

The research findings indicate several key conclusions. The workshop and mentoring program utilizing a coaching approach has significantly enhanced teacher competence in managing a quality assessment system, as demonstrated by an increase in their average score from 66.7 in cycle one to 72.6 in cycle two. Additionally, the implementation of an improved quality assessment system has positively influenced student learning outcomes, with the average learning outcome rising from 66 in cycle one to 71.8 in cycle two, while classical completion increased from 80.4 percent to 91.2 percent. Beyond academic performance, the improved assessment system has also contributed to students' learning enjoyment and overall well-being, which increased from 73.8 percent in cycle one to 93 percent in cycle two. This demonstrates that an effective assessment system not only supports academic achievement but also fosters a more engaging and enjoyable learning environment. Finally, one of the key factors contributing to the low Education Report of SMPN 22 Mataram in 2022 was the limited adoption of a quality assessment system by most teachers, emphasizing the need for ongoing professional development to enhance teaching quality and student success.

Declaration of Conflicting Interests

There is no conflict of interest regarding the article publication

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