# Summative Assessment Reconstruction on Negotiation Text for the Tenth Grade in Vocational School

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**ABSTRACT**

The purpose of this research was to determine the quality of summative assessment tests in three modules of negotiation texts class X SMK at the vocational level. The quality of the questions is very influential on the results of achieving the learning objectives of students as a basis for determining class increase or graduation from educational units. This research was conducted by analyzing (1) assessment qualifications in the module, (2) the level of difficulty of the questions, and (3) the cognitive level of the questions. The method used in this study is qualitative method with techniques by interviews and literature studies. The results showed that the application of summative assessment at SMKN 1 Bangil used more C4 reaching 50%. In addition, the difficulty level of the questions is categorized as good because the medium level has reached 50%. At SMKN 2 Purwosari shows more dominant use of C2 in the form of understanding of problems that have been learned in previous learning. This indicates the need for cognitive improvement in the problem to achieve balance. In addition, the difficulty level of the questions is categorized as good because the medium level has reached 50%. Furthermore, in the SMKN 2 Jepara module, more operational verbs use to apply (C3) and create (C6) which reaches a percentage of 26.7%. Through this analysis, there are several problems that have not been balanced in difficulty and cognitive levels and there needs to be reconstruction to achieve better student learning outcomes.

## Introduction

Curriculum is important for the world of education. Without the right curriculum, students cannot achieve learning goals that suit them. Of course, everything is tailored to the needs of students in each era. Currently, Minister of Education and Culture Nadiem Anwar Makarim launched a new curriculum called Merdeka Curriculum. According to him, the Merdeka curriculum is a much more comprehensive, simple, and flexible curriculum that can support the recovery of learning losses due to the Covid-19 pandemic (Makarim 2022: 1). Nugraha said (2022: 254) the Merdeka Curriculum essentially prioritizes the freedom of learning of students, which aims to help recover from the learning crisis caused by the

COVID-19 pandemic. In addition, the Merdeka curriculum offers flexibility to teachers to create quality learning according to the needs of students.

Merdeka curriculum is an extracurricular learning curriculum. In this curriculum, the content will be more optimized. In addition, deepening the concept will be emphasized more to strengthen the competence of students. Where the content is more optimal so that students have enough time to familiarize themselves with the concepts and strengthen their skills. After that, teachers have the right to choose different learning devices to adjust learning to students' learning needs and interests. The Merdeka Curriculum plans to strengthen the achievement of the Pancasila student profile developed based on subjects set by the government. The project does not aim to achieve any specific learning objectives, so it is not related to the content of the subject. In the Merdeka curriculum, RPP is replaced with a learning module.

Teaching modules are learning tools based on the curriculum that is applied and aimed at achieving predetermined competency standards. Teaching modules play an important role in supporting teachers in lesson planning. Teachers play an important role in the preparation of teaching materials. Teachers perfect their thinking skills so that they can innovate in teaching modules. Therefore, making teaching modules is a teacher pedagogic competence that must be developed so the teaching methods in the classroom are more effective, and efficient and do not get lost in the discussion of indicators. An important part of the learning module is assessment. Assessment is the process of collecting and processing information to determine learning needs, development and achievement of student learning outcomes. The type of assessment is summative assessment. The assessment is carried out at the end of the learning process.

The achievement of sumative assessment surely depends on the quality of the test. According to Arikunto (2013: 50), a test can be said to be good if it has characteristics such as validity, reliability, objectivity, practicality, and economics. A test can be said to be valid if it can measure what is measured. A test can be said to be reliable if it gives consistent results when the test is repeated. A test is said to have objectivity if there are no subjective factors that influence it during the test. A test is said to be very practical if the test is easy to complete, easy to learn, and equipped with clear instructions. An experiment can be said to be economical if the implementation of the test does not require large costs, a lot of energy, and a long time.

Summative assessment is an assessment that is carried out to ensure that overall learning objectives have been achieved. Summative assessment can be given after learning is complete, for example at the end of the material, the end of the semester, or the end of the phase. Summative assessment can be done at the end of the semester if the teacher feels the need for affirmation or additional information to measure the achievement of student learning outcomes. Conversely, if according to the lecturer, the evaluation information obtained for 1 semester is sufficient, the evaluation does not need to be done at the end of the semester. It is worth emphasizing that in summative assessment, teachers can use different techniques and tools not only in the form of tests but also observations and activities (practice, produce products, create projects, or create portfolios). The suggestions obtained from this final assessment can be used to measure student progress, to guide teachers in planning future learning activities.

According to Sudijono (2015: 72) that the summative test is a test of learning outcomes given after students receive a unit of study program units. Students who have studied various materials for one semester take the final exam by completing a summative

test whose results measure student knowledge during study. According to Djamarah (2005:1), teachers are human resource figures who have an important position and role in education.

Based on the observations of three SMK on the island of Java, the decline in academic achievement can be caused by several factors, one of which is that students do not study well during the learning process and lack preparation during the year-end evaluation. According to Abidin (2016: 9) if most students do not achieve the learning outcome requirements, it can be concluded that the learning process developed has not been effective. As stated by Aisyah, Jaenudin, & Koryati (2017: 4) suggests that there are two factors that affect learning outcomes, namely internal and external factors. Internal factors such as interests, skills, and motivation that arise from within students, while external factors are factors that arise from outside students. Slameto (2010: 56) suggests that external factors can be a source of influence for student learning outcomes. External factors are divided into 3 namely school factors, community factors and family factors. If the internal and external factors can be overcome, then students can get maximum results. In addition, when asking questions, teachers should pay attention to the quality of the questions asked by learners to maximize results. So, assessment plays an important role in measuring student learning outcomes and academic achievements.

The problems in this study are 1) How is the assessment qualification in the negotiation text teaching module class X SMKN (SMKN 1 Bangil, SMKN 2 Purwosari, SMKN 2 Jepara), 2) How is the difficulty level of the negotiation text teaching module class X SMKN (SMKN 1 Bangil, SMKN 2 Purwosari, SMKN 2 Jepara), and 3) how is the cognitive level of questions in the negotiation text teaching module class X SMKN (SMKN 1 Bangil,  SMKN 2 Purwosari, SMKN 2 Jepara). This research is very important to do because summative assessment in merdeka curriculum is used as a benchmark in assessing student learning outcomes  to find out the extent to which students understand the material taught by the teacher.

Research related to this research was conducted by Wiwiek Mulyana (2022) with an Assessment study *in Merdeka Curriculum on Biology Learning*. The results of this study show that the right term to assess student learning outcomes is assessmentn. In conducting assessments, what is measured is not only mastery of information material according to the curriculum. However, it is specifically designed to determine the overall quality of education and to improve the quality of education that is considered lacking. When scoring minimum competencies, the main focus is on learners reading and numeracy skills. The similarity between this study and this study is that both study summative assessments, while the difference between the two is that in this study  more studied biology, while the author studied more Indonesian. In addition, this study did not focus on the place used in the research, while the author focused more on the secondary school level which focused more on 3 SMKNs, namely SMKN 1 Bangil, SMKN 2 Purwosari and SMKN 2 Jepara.

Another relevant research was also conducted by Dewi, Sastromiharjo, & Sundusiah (2021) entitled *Summative Reconstruction Study of Indonesian and Implications for Learning andJunior High School Indonesian.* The results of this study show that (1) the level of difficulty of the questions is known to classify too many questions into easy questions, so that when reusing the questions should be improved first so that the level of difficulty, distinctiveness and entertainment is good; (2) in cognitive level analysis, the question answer number is in the range of C1, C2, C4, and there are no questions classified as C5, so you must pay attention to the correspondence of cognitive ability whenasking questions. level for each question. ,

does not accumulate on the HOTS or LOTS categories; (3) when analyzing the final measurement results, it is necessary to complete the questions in the preparation of the next questions and improve the ability of students to understand the learning development carried out by the teacher; (4) The implication of Indonesian learning is that decision makers must improve problems in terms of problem difficulty, discriminating power, elements of deception and cognitive level. If the questions can be used in Bali, the teacher must emphasize that in addition to the learning process, to achieve the learning objectives, students must understand the learning material in each learning process. The similarity between this study and the authors is that they both studiedsummary valuation using constructivist research. The difference between this study and the author's research is that this study focuses more on this topic in high school, while the author takes the topic in vocational schools. Furthermore, this study only focuses on  secondary schools in general, while the author focuses more on three SMKNs, namely SMKN 1 Bangil, SMKN 2 Purwosari and SMKN 2 Jepara.

**Research Methods**

The method used in this study is qualitative. According to Saryono (by Nikmah 2022: 7) stated that qualitative studies aim to investigate, find, explain, and explain the quality or privilege of social impacts that cannot be explained, and measured. This research focused on a summative assessment of learning negotiation texts Class X upper middle class. The objects used in this study are divided into 3, namely SMKN 1 Bangil, SMKN 2 Purwosari, and SMKN 2 Jepara.

The sources used in this study are primary data sources and secondary data sources. The primary data source is in the form of interviews conducted by researchers to learning teachers Indonesian each element of the school, while secondary data sources are obtained through teaching modules of Class X negotiation texts for upper middle classes, especially SMKN, books, journals, articles, theses, proceedings, and so on that can support research to obtain maximum results.

Data collection in the research was carried out using interview techniques and literature studies. Literature study is a technique carried out by collecting, studying, and analyzing documents, both written, image, and electronic documents, such as reference books, journals, and other media related to the object of research. Meanwhile, the interview technique is a data collection technique that involves humans as actors or resource persons in the interview. This interview aims to collect complete information in the form of opinions, attitudes, and personal experiences (Basuki 2006: 173).

Data analysis techniques are carried out interactively by reducing data, presenting data, and drawing conclusions (Sugiyono 2018: 338). In this study, data analysis techniques were used to collect all the data obtained, the data was grouped according to type. Furthermore, the material is analyzed using supporting data sources of literature or research. And lastly, conclude to get good results.

**Findings**

A summative assessment task, that is measuring learning ability and comprehension as means of giving feedback to students. In addition, summative assessment results can also be used as feedback to teaching staff, as a measure of academic success, teacher accountability and standard monitoring, and as a means to motivate students. In post-assignment assessment, this can be done through written and/or unwritten tests. Assessment with written tests can be done by teachers, invite students to reflect on their learning, make products (magazines, essays, posters) or take oral tests. While unwritten

summative assessments for students can be in the form of group discussion activities in class, drama production, evaluation of manufactured products, presentation of material or assignment results, for oral examinations. The following results and discussion analysis and reconstruction of sumative assessment:

### *Application of Summative Assessment*

In assessment there are 5 principles as a basis for thinking and acting, including: 1) Assessment is a part that is difficult to separate from the learning process because assessment serves to facilitate learning, and as a backbone by providing holistic information for educators, students, and parents, in order to guide them in determining learning strategies; 2) Assessment is designed in accordance with its mission and Have the freedom to determine the technique and time of effectiveness of achieving learning objectives. 3) Assessments are designed to be fair, proportionate, valid and reliable so as to explain progress and inform decisions about next learning steps; 4) Student progress and achievement reports are straightforward and provide useful information about character and competency achievement as well as follow-up strategies; 5) The results of the assessment are used by students, educators and teachers, as well as parents as reflection material to improve the quality of next learning. In summative assessment, the intended function of the assessment itself is to measure the achievement of learning outcomes in a certain period, get achievement values, provide feedback, and see the characteristics of learning and student competencies.

This analysis refers to the guidelines for the use of assessment and the principles of summative assessment. Through literature and interviews, there are 8 points of statement in analyzing the three modules. Here's a table of availability and module compliance with analysis statements.

**Table 1** Assessment Qualification on Modules

| Module Assessment Analysis | Module 1 (SMKN 1 Bangil) | Module 2 (SMKN 1 Purwosari) | Module 3 (SMKN 2 Jepara) |
|---|---|---|---|
| Assessment refers to competencies that include the realm of attitudes, knowledge, and skills. | √ | √ | √ |
| Assessment is integrated with learning. | √ | √ | √ |
| In the module using various types, techniques and summative assessment instruments according to subject characteristics, learning outcomes, learning objectives and student needs. | √ | √ | √ |
| Assessment is carried out with a planned allocation of time. | √ | √ | X |
| Teachers communicate to learners about the types, techniques, and assessment instruments to be used. Hopefully, students will try to achieve the best criteria according to their abilities. | √ | X | √ |
| The assessment in the module is clear and easy to understand by all parties. | √ | √ | √ |
| The achievement of competence is expressed in the form of numbers and descriptions. | √ | √ | √ |
| There are various assessment techniques (practice, product, project, portfolio, written test, oral test) | √ | √ | √ |

Of the three vocational high school teaching modules, the summative assessment section as a whole still has differences and shortcomings that can be corrected in order to get even better results. Among the three modules, 1 has complete prinsip and compared to 2 other modules. This shows the need for improved implementation of summative assessment to be more in line with the objectives in creating positive learning conditions, knowing the characteristics of students, giving birth to feedback incontinuous learning, and obtaining the achievement of learning objectives.

### *Difficulty Level of the Question*

In the question point, it can be said that it is good if it has a sufficient level of difficulty of the question, meaning it is not too easy and not too difficult (Nurgiyantoro, 2014: 194). If a question item is  too  easy or  too difficult,  it does not reflect the achievement of learning outcomes, because high or  low groups of learners may  or  may not succeed.   Many parts of the Indonesian language questions are relatively easy, so they  must be  corrected  or discarded to get a   high-quality problem that can  reflect learning outcomes.   The difficulty of the questions is explained for each module as follows.

1. *Application of Summative Assessment of SMKN 1 Bangil*

The number of questions in module 1 is 20 questions in the form of multiple-choice questions. Based on the 20 questions tested on students, 6 questions have a difficulty index between 0.8 to 1.0 so they are classified as easy questions. The 10 questions have a difficulty index between 0.3 to 0.7 so they are classified as medium questions. While 3 questions have a difficulty index of less than 0.3 so they are classified as difficult questions.

**Table 2** Assessment Qualification on Modules

| No. | Difficulty Level of the Question | Number of Questions | Percentage |
|---|---|---|---|
| 1. | Very difficult | 0 | 0% |
| 2. | Difficult | 3 | 15% |
| 3. | Keep | 10 | 50% |
| 4. | Easy | 6 | 30% |
| 5. | Easier | 1 | 5% |

Based on this presentation, the difficulty of the questions is more in the medium category with a percentage of 50%, so the question items tested are good. Because according to (Nurgiyantoro, 2014: 194) that the question points can be said to be good if the level of difficulty is sufficient, not too easy and not too difficult.

2. *Application of Summative Assessment of SMKN 2 Purwosari*

The number of questions in module 2 is 10 questions in the form of description questions. Based on the 10 questions tested on students, 3 questions have a difficulty index that ranges from 0.8 to 0.9 so they are classified as easy questions. 5 questions have a difficulty index that ranges from 0.3 to 0.6 so they are classified as medium questions. While the other 2 questions have a difficulty index of less than 0.3 so they are classified as difficult questions.

**Table 3** Assessment Qualification on Modules

| No. | Difficulty Level of the Question | Number of Questions | Percentage |
|-----|----------------------------------|---------------------|------------|
| 1. | Very difficult | 0 | 0% |
| 2. | Difficult | 2 | 20% |
| 3. | Keep | 5 | 50% |
| 4. | Easy | 3 | 30% |
| 5. | Easier | 0 | 0% |

Based on this presentation, the difficulty of the questions is more in the medium category with a percentage of 50%, so the question items tested are good. Because according to (Nurgiyantoro, 2014: 194) that the question points can be said to be good if the level of difficulty is sufficient, not too easy and not too difficult.

### 3. Application of Summative Assessment of SMKN 2 Jepara

The number of questions in module 3 is 15 questions in the form of multiple choice totaling 10 questions and 5 description questions. Based on these 15 questions, 5 questions have a difficulty index between 0.8 to 1.0 so they are classified as easy questions. 4 questions have a difficulty index between 0.4 to 0.7 so they are classified as medium questions. While 6 questions are classified as difficult questions because they have a difficulty index of less than 0.3 whichis dominated by questions in the form of descriptions. As follows.

**Table 4** Assessment Qualification on Modules

| No. | Difficulty Level of the Question | Number of Questions | Percentage |
|-----|----------------------------------|---------------------|------------|
| 1. | Very difficult | 0 | 0% |
| 2. | Difficult | 6 | 40% |
| 3. | Keep | 4 | 26,6% |
| 4. | Easy | 5 | 33,3% |
| 5. | It's easy | 0 | 0% |

Based on this presentation, the difficulty of the questions is more in the difficult category with a percentage of 40%. Questions are said to be good if the question category is dominating than other categories. However, the results of the analysis showed that the number of questions was the fastestcompared to other categories which only had a percentage of 26.6% so that the questions needed to be improved.

### Cognitive Level

Summative assessment in upper secondary education aims to assess the learning outcomes of students who function as determinants of thestatus and graduation of an educational institution. Assessment of the achievement of learning outcomes by students is

carried out by comparing the achievement of learning outcomes with the criteria for achieving learning objectives. The existence of summative assessment serves 1) as a resource to determine the learning outcomes achieved by students, each of which can be used for one or more learning objectives. 2) obtain the effectiveness of learning outcomes compared to specified performance criteria; and 3) determine the continuityof the student's learning process in class or at the next level of learning.

Summative assessment can be done when learning ends, such as at the end of the scope of learning material that has been completed (Ariyana, 2019: 61). This means that the end-of-semester examination and the national examination include summative assessment. Summative assessment aims to determine the value or number of student learning outcomes and then used as report card scores. In addition to summative assessment tests, teachers can use various techniques and tools such as observation and performance (practice, product production, project creation and portfolio creation).

Based on the results of the study, it showed that of the three teaching modules of Indonesian learning in class X negotiation text material SMKN 1 Bangil, SMKN 2 Purworasi, and SMKN 2 Jepara in their summative assessments experienced differences. In the education units of SMKN 1 Bangil and SMKN 2 Jepara, they experience similarities, namely by conducting summative assessments by providing assessments in the form of multiple-choice question tests to students, while summative assessments carried out at SMKN 2 Purwosari use assessments in the form of essay questions. The following will explain the summative assessment of each negotiation text teaching module:

1. *Application of Summative Assessment of SMKN 1 Bangil*

The application of summative assessment at SMKN 1 Bangil is carried out through cognitive tests in the form of question tests that have been made by educators through negotiation text teaching modules. The test amounted to 20 multiple-choice questions using 6 levels of cognitive mulai from C1 to C6. The following is a table from the cognitive analysis of questions in summative assessment at SMKN 1 Bangil.

**Table 5** Assessment Qualification in Modules

| No | Cognitive Level | Question Number | Number of Questions | Percentage |
|---|---|---|---|---|
| | C1 | 1, 2, 5, | 3 | 15% |
| | C2 | 4, 6 | 2 | 10% |
| | C3 | 7, 9 | 2 | 10% |
| | C4 | 3, 10, 13, 14, 15, 16, 17,18,19,20 | 10 | 50% |
| | C5 | 8 | 1 | 5% |
| | C6 | 11, 12 | 2 | 10% |
| **Total** | | | 20 | 100% |

Based on the table above, the questions classified considering (C1) are 3 questions with a percentage of 15%, understanding (C2) is 2 questions with a percentage of 10%, applying (C3) is 2 questions with a percentage of 10%, analyzing (C4) is 10 questions with a percentage of50%, assessing (C5) is 1 question with a percentage of 5%, and creating (C6) with a percentage of 10%. From the analysis above, it shows that in the summative assessment in the final assessment results, negotiation texts use more operational verbs, analyze (C4) with the aim of increasing students' critical reasoning in answering questions.

The application of summative assessment of SMKN 1 Bangil in the preparation of multiple-choice questions of 20 questionsvaries greatly using bloom's taxonomy guidelines

which are considered relevant for learning and question analysis from the final learning outcomes. As stated by Gunawan & Palupi (2012: 114) that Bloom's taxonomy of the cognitive domain is one of the basic frame works for classifying educational objectives, test preparation, and curriculum.   Anderson and Krathwohl (2001:15) Grouping cognitive abilities into the following levels in order of ability from lowest to highest, starting from C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C5 (evaluate), C6 (create).

At the C1 level, that is, remembering, includingone of them is recalling the information that has been learned. The C2 level is understanding, including one of them is explaining ideas or concepts using your own sentences. The C3 level applies, encompassing concepts, knowledge or information learned in different and related situations. C4 analyzing, including the ability to break down information into parts, examine relationships (correlations) or compare two or more things, determine relationships between concepts or organize some ideas or concept. Level C5 is evaluation, which is the ability to make decisions, assess, convey criticism and make systematic recommendations . While the C6 level is creating, done by assembling various elementsinto a whole new thing through the process of finding ideas, evaluating, and producing solutions to existing problems.

Based on the results of research by Giani and Hiltrimarti (2015 : 80) explained that the proportion of good questions in textbooks is 30% to remember (C1) and understand (C2), 40% to apply (C3) and analyze (C4), and 30% for evaluating (C5) and creating (C6). Thus, in practice, the problems faced by students should cover all aspects of cognitive processes, from remembering, understanding and applying, which are contained in the criteria of low-level reasoning (low order reasoning) to analyze, evaluate and create, which is contained in the criteria of higher order thinking. In addition, students are also expected to master four types of knowledge, namely. factual, conceptual, procedural and also metacognitive knowledge.

From this discussion, it can be concluded that in the application of summative assessment at SMKN 1 Bangil in the final assessment of learning in class X negotiation texts, more C4 is used in the form of question analysis which aims to improve students' critical reasoning. This shows that the percentage of the total in C4 reaches 50%. By using analytical skills, students can classify information into components so that the hierarchy of information and the relationships between streams become visible and clear.

*2. Application of Summative Assessment of SMKN 2 Purwosari*

The application of summative assessment at SMKN 2 Purwosari is carried out through cognitive tests in the form of question tests that have been made by educators through negotiation text teaching modules. The test has 10 essay questions from the basic level to the high level. Thegoal is to find out the level of knowledge of students with the help of learning materials provided by the teacher. The following is an analysis table of the summative assessment of the final assessment of class X negotiation text learning at SMKN 2 Puwosari.

**Table 6** Assessment Qualification on Modules

| No | Cognitive Level | Question Number | Number of Questions | Percentage |
|----|----------------|-----------------|---------------------|------------|
|    | C1 | 0 | 0 | 0% |
|    | C2 | 1,2, 3, 4, 9 | 5 | 50% |
|    | C3 | 7, | 1 | 10% |
|    | C4 | 8, 10 | 2 | 20% |
|    | C5 | 6, | 1 | 10% |
|    | C6 | 5, | 1 | 10% |
| **Total** | | | 10 | 100% |

The table shows that the question items classified as remembering (C1) are not included in the question items so that the percentage is 0%, the cognitive realm of understanding (C2) is 5 questions with a percentage of 50%, cognitive applying (C3) is 1 item so al with a percentage of 10%,cognitive verbs analyzing (C4) is 2 questions with a percentage of 20%, kaognitive assessing (C5) is 1 question item with a percentage of 10%, and cognitive create (C6) with a percentage of 10%. From the analysis in atas shows that in making questions in summative assessments at SMKN 2 Purwosari more use operational verbs to explain in C2. This shows that the percentage reaches 50%. As previously explained that the cognitive level of the question correlates with the quality of the question, so that students are expected to be able to do questions from all cognitive levels ranging from the C1-factual level to the metacognitive C6 level (Erniyanti, 2020: 120).

Based on the description,it can be concluded that in the application of summative assessment, the final assessment of class X negotiation text learning at SMKN 2 Purwosari shows that it is more dominant to use C2 in the form of understanding of the problems that have been learned in previous learning. At this level, students are expected to have the ability to understand ideas from Indonesian learning, especially class X negotiation texts by connecting relevant rules without connecting other ideas with all implications.

### 3. Application of SMKN 2 Jepara

The application of summative assessment at SMKN 2 Jepara is carried out through cognitive tests in the form of multiple-choice questions that have been made by educators through negotiation text teaching modules. The multiple-choice questions total 15 items of your essay from the basic level to the high level. This aims to determine the level of understanding of students towards learning material. The following is an analysis table of summative assessments at the final assessment of class X negotiation text learning.

**Table 7** Assessment Qualification on Modules

| No | Cognitive Level | Question Number | Number of Questions | Percentage |
|----|----------------|-----------------|---------------------|------------|
|    | C1 | 1, 2, 10 | **3** | 20% |
|    | C2 | 3 | **1** | 6,7 % |
|    | C3 | 4, 5, 6, 7, 8, | **5** | 26,7% |
|    | C4 | 13 | **1** | 6,7% |
|    | C5 | 15 | **1** | 6,7% |
|    | C6 | 9, 11, 12, 14 | **4** | 26,7% |
| **Total** | | | | **100%** |

The table shows that the question items in the cognitive level remember (C1) there are 3 questions with a percentage of 20%, the cognitive realm of understanding (C2) is 1 question item with a percentage of 6.7%, cognitive applying (C3) is 5 questions with a percentage of 26.7%, cognitive verbs analyze (C4) are 1 question with a percentage of 6.7%,kaognitive assess (C5) is 1 question with a percentage of 6.7%, and cognitive create (C6) totaling 4 questions with a percentage of 26.7%. From the analysis above, it shows that in making questions in summative assessments at SMKN 2 Jepara, more operational verbs use applying (C3) and creating (C6) which reaches a percentage of 26.7%. Based on these data, students are expected to be able to apply concepts, knowledge, or information that have been learned in different and relevant situations. In addition, students can create various elements into complete new things through the process of finding ideas and evaluating ideas so as to produce solutions to existing problems, including the ability to provide added value to an existing product.

**Reconstruction of Question Points in Summative Assessment**

Reconstruction is the process of building, recreating, or reorganizing something (Syamsudin, 2011: 135). Something in question is a summative test contained in 3 modules of class X SMK negotiation texts. After analyzing the implementation, cognitive level of the test, and the level of difficulty of the test, activities were carried out to reconstruct the summative test on the negotiation text of class X. The purpose of this activity is to reconstruct summative tests that are not in accordance with applicable regulations. The s-oal questions on the summative test will be revised into questions that are categorized as good to be tested in the test or assessment. The expected criteria are that the test meets the requirements of validity, reliability, level of difficulty, and effectiveness in the cognitive domain.

From the results of the analysis there are tests whose cognitive level and difficulty are not yet appropriate. Therefore to reconstruct the cognitive level and difficulty on the summative test to fit and good, it is formulated:

Questions that fall into the good category are questions that are quite difficult, not too easy and not too difficult (Nurgiyantoro, 2014: 194). Therefore, the questions with difficulty are very easy and the questions with high difficulty need to be revised. After analyzing the 3 summative questions of the module, there are 8 easy/very easy questions (module 1), 3 questions (module 2), and 5 questions (module 3) that need to be improved.

Competency standards for high school graduates or equivalent state that high school graduates must demonstrate the ability to think logically, critically,creatively and innovatively, as well as analyze and solve problems in everyday life (Giani, et al., 2015: 17). To produce graduates with these competencies, the assessment must also be adjusted to graduate competency standards. There are two cognitiveenhancements: HOTS (Higher Order Thinking Skills) and LOTS (Lower Level Thinking Skills). The cognitive levels included in the HOTS category are Analytical (C4), Assessing (C5), and Writing (C6), while the COTS category included in the LOTS category is Memorization (C1), Understanding (C2), and Applying (C3). In Indonesian learning, it has become commonplace if the questions in the category tlevel considering that it is not made, but in the results of the analysis there are 3 questions (module 1) and 3 questions (module 3) which turned out to be included in the level of remembering (C1). This states that the questions included in the LOTS category are classified as very easy so they do not meet the qualifications of students to think critically. It would benice if the questions made must have a stratified cognitive pattern to dominant HOTS.

*Reconstruction Module 1 (SMKN 1 BANGIL)*

**Table 8 Assessment Qualification on Modules**

| Preliminary questions | Alternative (reconstruction) |
|---|---|
| Question 1 (Cognitive C1 and simple difficulty) | The conclusion of the most appropriate negotiation text below is.... **(C2 cognitive and moderate adversity)** |
| Question 2 (Cognitive C1 and simple difficulty) | Which includes the offer section of the text above is.. **(C4 cognitive and moderate adversity)** |
| Question 4 (easy difficulty) | Negotiations prioritize the interests of both parties or mutual interests. Therefore below which is a strategy in is a strategy in negotiation activities, except.. **(Moderate difficulty)** |
| Question 5 (Cognitive C1 and simple difficulty) | One of the linguistic features of negotiation texts is the presence of conditional sentences. The sentence is usually marked with a conjunction.... **(C3 cognitive and moderate adversity)** |
| Question 6 (Easy difficulty) | The purpose of the exact negotiation text is found in the number.... **(C2-medium)** |
| Question 10 (easy difficulty) | Below that includes the negotiation structure in general the Content section is.. **(C2 cognitive and moderate adversity)** |
| Question 16 (easy difficulty) | The orientation section in the negotiation text will usually contain about the beginning of the start towards the core negotiation process. The part included in the contents section is..... **(Moderate difficulty)** |
| Question 18 (easy difficulty) | Negotiations aim to reach an agreement acceptable to both parties. This is in accordance with the nature of... **(Moderate difficulty)** |

*Reconstruction Module 3 (SMKN 2 Jepara)*

| Preliminary questions | Alternative (reconstruction) |
|---|---|
| Question 1 (Cognitive C1 and simple difficulty) | The negotiation text structure consists of 7 parts, namely orientation, request, ......, ....., approval, purchase, and closing.<br>The two blanks are precisely filled by sections.<br>**(C2 cognitive and moderate adversity)** |
| Question 2 (Cognitive C1 and simple difficulty) | A good way to make an argument so that the other party feels confident in the initial category of negotiations is by … **(Cognitive C2-moderate adversity)** |
| Question 8 (Easy difficulty) | Negotiations prioritize common interests. Therefore below which is a strategy in is a strategy in negotiation activities, except.. **(Moderate difficulty)** |
| Question 10 (Cognitive C1 and simple difficulty) | Below that includes the negotiation structure in general the Content section is.. **(cognitive C2 and moderate adversity)** |

**Conclusion**

Based on the analysis that has been carried out in the negotiation text module in class X at the SMK level, it can be concluded that the application of summative assessment at SMKN 1 Bangil in using more C4 in the form of question analysis that aims to improve the critical behavior ofstudents, this is shown by the percentage of the total number in C4 reaching 50%, besides that the difficulty level of categorizing questions is also good because the medium level has reached 50%. In the SMKN 2 Purwosari module, **it shows that** it is more dominant to use C2 in the form of understanding of problems that have been learned in previous learning, this still shows the need for cognitive improvement in questions to achieve balance, besides that the difficulty level of orikan blessing questionsis also good because the medium level has reached 50%. Furthermore, the analysis in making questions in summative assessment at SMKN 2 Jepara used more operational verbs to apply (C3) and create (C6) which reached26.7% presen tase. It is expected that students can use concepts, knowledge, or information that have been learned in different and relevant situations, besides that the number of questions that are being the least of other categories which only has a percentage of 26.6% so that the questions need to be improved.

Of the three vocational high school teaching modules, the summative assessment section as a whole still has differences and shortcomings that can be corrected to achieve even better results. This shows the need for improved implementation and tests on summative assessment to be more in line with the objectives in creating positive learning conditions, knowing the characteristics of students, giving birth to feedback in continuous learning, and getting the achievement of learning objectives.

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