

## Standard Tests and Non-Standard Tests

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### ABSTRAK

Penilaian dalam pendidikan memainkan peran penting dalam mengukur keberhasilan proses belajar mengajar. Salah satu instrumen penilaian yang umum digunakan adalah tes, yang dapat dibedakan menjadi dua jenis utama, yaitu tes standar dan tes nonstandar (tes buatan guru). Tes standar dirancang oleh tim ahli dengan prosedur yang ketat untuk menjamin validitas dan reliabilitasnya, serta digunakan untuk perbandingan hasil belajar siswa dari berbagai sekolah atau lembaga pendidikan. Sementara itu, tes nonstandar disusun oleh guru dengan tujuan menilai pencapaian belajar siswa dalam konteks yang lebih spesifik dan fleksibel. Penelitian ini bertujuan untuk membandingkan kedua jenis tes ini dalam hal penyusunan, penerapan, serta manfaatnya dalam pendidikan. Metode yang digunakan adalah pendekatan komparatif dengan studi literatur dan observasi lapangan di beberapa sekolah. Hasil penelitian menunjukkan bahwa tes standar memiliki keunggulan dalam hal konsistensi, validitas, dan penerapan norma yang luas, sementara tes nonstandar lebih fleksibel dan dapat disesuaikan dengan kebutuhan spesifik kelas. Kedua jenis tes ini memiliki manfaat yang berbeda, sehingga pemilihan jenis tes yang tepat perlu disesuaikan dengan tujuan evaluasi yang ingin dicapai.

**Keyword:** Tes Standar dan Nonstandar; Validitas; Reliabilitas; Pendidikan; Evaluasi Pembelajaran

### ABSTRACT

*Assessment plays a crucial role in education by measuring the success of the teaching and learning process. One of the most common assessment tools used is tests, which can be categorized into two main types: standardized tests and non-standardized tests (teacher-made tests). Standardized tests are designed by expert teams with strict procedures to ensure validity and reliability, and they are used to compare student performance across different schools or educational institutions. In contrast, non-standardized tests are created by teachers to assess student achievement within a more specific and flexible context. This study aims to compare both types of tests in terms of their construction, implementation, and benefits in education. The research employs a comparative approach using literature review and field observations in several schools. The findings suggest that standardized tests offer advantages in consistency, validity, and the application of broad norms, while non-standardized tests are more flexible and tailored to the specific needs of a classroom. Both types of tests have distinct benefits, and the choice of which test to use should align with the intended evaluation goals.*

**Keyword:** Standard and Nonstandard Tests; Validity; Reliability; Education; Learning Evaluation

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## 1. INTRODUCTION

Educational assessment is an important part of the learning system which aims to measure the extent to which the educational process achieves the stated goals. In this context, the use of tests as an evaluation tool is very common, both standard tests and non-standard tests (teacher-made tests) (Barbanas, et al. 2022).

Standard tests and non-standard tests have different characteristics, although they both function to measure students' knowledge and skills. The main difference between these two types of tests lies in the way they are prepared, implemented, and the goals to be achieved. Standard tests are prepared by a team of experts who have expertise in the field of educational measurement and are carried out using strict procedures to ensure their validity and reliability. This test is designed for use in various schools or educational institutions with the aim of making comparisons between students from various educational backgrounds. In practice, standardized tests often used as a reference for assessing student abilities on a wider scale, both at the national and international level.

On the other hand, non-standard tests, or better known as teacher-made tests, are prepared by teachers to assess student learning outcomes in a certain context that is appropriate to the material taught in class. These tests tend to be more flexible and tailored to the specific needs of students. Although nonstandard tests can provide a more accurate picture of student achievement in a more focused curriculum, they often do not have the same level of validity and reliability as standardized tests. The difference between standard tests and non-standard tests also lies in the coverage of the material being tested. Standard tests generally cover a wider range of topics and are general in nature, so they can be used to compare student learning outcomes from different places and conditions. In contrast, non-standard tests tend to only measure knowledge or skills in topics that are more limited and contextual to the lessons taught in class (Suryadi, 2020).

The importance of understanding these two types of tests lies not only in the technical aspects, but also in the benefits that each test can provide. Standardized tests are very useful for measuring student achievement at a broader level and can be used for comparisons between schools or educational institutions. On the other hand, non-standard tests have the advantage of providing more in-depth information regarding individual student learning progress and can be used for diagnostic or further learning purposes. By understanding the differences, advantages and disadvantages of standardized tests and non-standard tests, educators can choose and use the type of test that best suits the evaluation objectives they want to achieve. Therefore, it is important to carry out a more in-depth study of these two types of tests in order to be able to improve the quality of assessment in the world of education that is more effective and in line with students' needs.

## 2. RESEARCH METHOD

This research uses a comparative approach to compare standard tests and non-standard tests in an educational context (Siregar, et al. 2024). The method used involves literature study and field observation. A literature study was carried out by reviewing various related sources, including books, articles and previous research, which discuss the differences, advantages and disadvantages of these two types of tests. These sources provide in-depth insight into theory and practice in the preparation and application of standardized and non-standard tests in the world of education. In addition, field observations were carried out to collect empirical data regarding the implementation of tests in schools. Observations were made on the use of standard tests and non-standard tests in evaluating classroom learning. Researchers also conducted interviews with several educators and education experts to gain perspectives on the effectiveness of these two types of tests. This interview aims to understand more deeply the obstacles, challenges and benefits felt by educators in using standard tests and non-standard tests.

In data analysis, researchers used descriptive techniques to describe the differences and similarities between standard tests and non-standard tests. This analysis aims to identify the characteristics of each type of test, as well as evaluate whether both can be used effectively in accordance with the desired learning objectives. Data obtained from field observations and interviews will be analyzed to provide a more complete picture of the application and impact of these two types of tests in the educational context.

By using this method, it is hoped that this research can make a significant contribution to understanding the differences between standard tests and non-standard tests, as well as provide recommendations for educators to choose the right type of test based on the purpose of the evaluation and the conditions of students in the class.

## 3. RESULTS AND DISCUSSION

### A. *Standard Test*

The narrow definition of a standard test is a test prepared by a team of experts, or prepared by an institution that specifically administers it professionally. The test is known to qualify as a good test; that is, its validity and reliability are known, both rational validity and empirical validity, reliability in the sense of testing the level of stability and homogeneity. This test can be used for a relatively long time, can be applied to several objects covering a wide area. To measure validity and reliability, it has been tested several times so that the results can be accounted for. What is required in standard tests is not standards of student achievement based on mastery of the material taught at a certain level or educational institution, but rather the existence of similar

performance among groups of students or educational institutions due to the same benchmarks. Therefore, in standardized tests, the issue of uniformity and consistency of scoring is important to pay attention to; so that the test can be used to compare students from various schools.

Standards for students can be meant as a level of ability that must be possessed for a particular program. Maybe the standards for a course A are different from B. So these standards are made "hard" or "soft" depending on who uses wisdom. A standardized test is thus different from an ordinary achievement test. The procedures used to develop standard tests for achievement tests are directly grown from tests used in class. Meanwhile, the specifications used to determine the content of an aptitude test are usually based on job (position) analysis or task analysis which is the job candidate's demands. Besides that, it also takes into account the characteristics that exist in humans. Job analysis The job analysis carried out is usually not based on a curriculum, but is taken from the community.

The term "standard" in tests means that all students answer the same questions from a large number of questions done using the same instructions and within the same time limits. In this way, it is as if there is a standard or measure so that a standard of performance is obtained and the performance of other groups can be compared with the performance of that standard group. The term "standard" does not imply that the test measures what should and can be taught at a certain level or that the test sets a standard of achievement by which students must and can reach a certain level. Once again, standard tests are patterned for the performance of current (existing) achievements which are carried out uniformly, attempted under uniform conditions, whether given to students as individuals or students as members of a group.

If educators intend to standardize their own tests, it requires good planning, field trials are carried out several times, and there are several things that need to be standardized, namely:

- 1) Material to be tested
- 2) The evaluation system used
- 3) Time to complete test questions
- 4) Test difficulty level, and
- 5) How the results are processed, including the scoring used.

In fact, standard tests do not only include achievement tests but also personality tests, such as attitude tests, interest tests, aptitude tests and intelligence tests (Supandi, et al. 2021).

In short, it can be stated that the uses of standardized tests are:

- 1) If you want to make a comparison,
- 2) If many people will enter a school but no data is available about these candidates.

In general, the uses of standard tests are:

- 1) Comparing learning achievements with individual or group performance.
- 2) Comparing student achievement levels in skills in various areas of study for individuals or groups.
- 3) Comparing the achievements of students in various schools or classes, and
- 4) Studying student development in a certain period or time (Elis Ratna Wulan, 2015).

## **B. Nonstandard Tests**

Nonstandard tests are the opposite of standard tests, namely tests prepared by educators who do not have professional expertise in preparing tests, or those who have expertise but do not have time to prepare tests properly, test them, carry out analyzes so that validity and reliability cannot be accounted for. Non-standard tests are often used to refer to teacher-made tests, meaning they are prepared by a teacher without the help of a team of experts. In fact, the use of this second term is not appropriate, because when describing teachers as people who are unable to write good tests, the author tends to use an understanding that is based on qualitative criteria rather than looking at who compiled it (Warisno, 2017). Teacher-made tests do have some specificities, it could be that qualitative requirements have not been met, but they have the advantage of being more suitable for measuring specific things that cannot be standardized; like formative, diagnostic tests, the results are more realistic. Because this test is designed according to the conditions of students, PBM at a certain level and educational institutions.

Use of nonstandard tests:

- 1) To determine how well students have mastered the learning material provided in a certain time.
- 2) To determine whether a goal has been achieved.
- 3) To obtain a value.

Furthermore, both standard tests and teacher-made tests are recommended if the results will be used to:

- a) Providing a diagnosis of student disabilities.
- b) Determine the student's place in a class or group.
- c) Providing guidance to students in education and selecting majors.
- d) Select students for special programs.

### C. Comparison between standard tests and non-standard tests

Standard tests are structured around the same types of questions that cover as much material or knowledge as the material or knowledge covered by teacher-made tests. So, what is the difference between standard tests and non-standard tests (teacher-made tests) or what are the disadvantages and advantages of standard tests? First, let's review the differences between standardized tests and teacher-made tests.

Standard Test	Non-Standard Tests
a. Based on common materials and objectives from schools across the country.	a. Based on special materials and objectives formulated by the teacher for his own class.
b. Covers broad aspects of knowledge and skills with only a few test items for each skill or topic.	b. It can happen that it only covers narrow knowledge and skills.
c. Prepared by complete staff of professors, discussants and test item editors.	c. Usually prepared by the teacher himself with little or no help from other people/experts.
d. Using test items that have been tried out, analyzed and revised before being tested.	d. Rarely use test items that have been tested, analyzed and revised.
e. Has high reliability.	e. Has moderate or low reliability.
f. It is possible to use norms for the entire country.	f. Group norms are limited to a particular class.

Comparison between standard tests and non-standard tests (teacher-made tests) shows significant differences in various aspects. Standard tests are prepared based on general materials and objectives that apply throughout the country, cover broader aspects with many test items for each skill or topic, and are prepared by involving a team of experts consisting of professors, discussants and test item editors. The preparation process also involves testing, analysis and revision to ensure the quality of the questions, as well as having high reliability and enabling the application of nationally applicable norms. In contrast, non-standard tests are more specific, designed by teachers to meet specific needs and goals in their own classes. These tests tend to cover only a narrow range of knowledge and skills, and are often written without the help of experts or other teams. In addition, the testing and revision process was not carried out formally, which can affect its reliability, which tends to be medium or low. The norms applied are limited to certain class groups, not widely applicable (Malawi, 2016).

Overall, standardized tests emphasize validity, reliability, and broader applicability of norms, while nonstandard tests have the advantage of flexibility and adaptability to specific classroom contexts, although with limitations in terms of quality and coverage.

## 4. CONCLUSION

From the results of research in the field with friends: Iqbal Nur Afazi, Ahmad Dimas Syahputr, Andini, Hesti Indah Sari, Amanda kuslaina, Annisa Suge Hartati, Dhea Puja Puspita, Julaiha.

It was concluded that standardized tests are superior in terms of validity, reliability and uniformity, which allows for a broader and more objective comparison of results. However, non-standard tests have the advantage of flexibility and the ability to adapt to the specific needs of students in a particular grade. The use of these two types of tests can be recommended according to the evaluation objectives to be achieved, both for diagnostic, learning and comparison purposes between groups.

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