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The Strategy of Madrasah Aliyah in Determining Minimum Values in Mathematics Subjects for Students Expected

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Abstract

This research aims to find the range of minimum mathematics scores for a madrasah aliyah in Serang City. The research population was 888 students, and the sample size was 151 people, with the characteristics of the respondents being 46 men and 105 women. This sample was taken using a convenience sampling technique, namely madrasah aliyah students who had mastery of mathematics material and grades. The research data were analyzed using conjoint analysis and the Wastendorp price sensitivity test. Based on the optimal price point, a value of 76 is a mathematical value that is neither too low nor too high to achieve. Based on the acceptable price range, the minimum value range students consider to have mathematical ability is 73 to 80. Based on the indifference price, a value of 78 is considered ideal because this is a value that is considered neither low nor high to be achieved. The mathematics scores displayed by students can know, understand, and analyze mathematical problems in everyday life in the fair or even good category. Students are also expected to be polite, caring, confident, honest, disciplined, and responsible. When interacting with the community, students can demonstrate religious attitudes such as gratitude, praying before engaging in activities, and showing tolerance toward others who practice various religions in the moderate to good range.

INTRODUCTION

Improving the quality of Islamic senior high schools focuses on mathematical abilities because the number of students who continue to college or seek profitable employment is increasing [1]. Mathematics can plant marks of intellect and students' spiritual values [3]. Mathematics uses approach formula multiplication (+) and (-) to apply attitude honesty. For example, a letter must be read in a moment of prayer. If not read, prayer is invalid. Al-Fatihah letter is an example because the verse always requests instruction to be on the right path, not the wrong one [25]. In other words, Surah Al-Fatihah shows what is right and wrong. Multiplication between (+) and (-) in Mathematics can be found, namely [25]:

1. (+) × (–) = (–). This means that if we are correct, then action we are wrong.
2. (–) × (+) = (–). This means if we are wrong, say right, then action we were wrong.
3. (+) × (+) = (+). This means if the correct We say right, then action We correct.
4. (–) x (–) = (+). This means if we are wrong, say wrong, then action We Correct

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Without mathematics, students cannot understand economics, accounting, management, or even computer science materials. Science lessons include biology, chemistry, and physics (Rahmi et al., 2023). Students must have the following mathematics skills [29]: understanding conceptual, which means understanding concepts, operations, and relationships of Mathematics; fluency procedural, which means the ability to perform the procedure in a way flexible, accurate, efficient, and precise; competence strategic, which means the ability to formulate, represent, and solve mathematical problems; reasoning adaptive, which means the ability to think logical, reflective, explanatory, and answering questions correctly.

Good math grades can make students believe in themselves because they can understand the material in mathematics easily and answer questions correctly [21]. In addition, good Mathematics grades can make some people considered intelligent and able to communicate well with the community [21]. Simple, because students enjoy Mathematics. On the other hand, students who do not enjoy learning Mathematics are classified as human beings of ordinary intelligence.

Parents hope the kids will attend an Islamic senior high school because gaining knowledge of religion and deepening is important. This knowledge is within the scope of madrasah aliyah [15]. Parents also want their children to continue studying at college. Because of the increasing competition in the business world, many jobs need candidates with a diploma or bachelor's degree [5]. As a result, students who study at Islamic senior high schools (madrasah Aliyah) are expected to have good Mathematics grades to demonstrate that they have mastered the Mathematics material and are ready for education to continue [21].

Value is an idea or notion about what someone considers important [16]. Using value, a person can define people, things, ideas, and actions as good or bad. In addition, a person will optimize benefits from the final choice that impacts income, mobility, cost search, and knowledge [24]. According to Siregar and Izwita [22], the values public at this time will be used by students both positively and negatively in the future. Therefore, Riyan and Neviyarni (2021) stated that students will move in a harmful and detrimental direction if the values that make life man are left alone without attention.

The meaning of value differs depending on function and role mark towards the stakeholders. According to Mirwan [11], value shows achievement results for study students. On the other hand, for teachers, grades have a different meaning. Because students evaluate how well the students are mastering the material. Values are the Criteria for Minimum Completion (KKM), and passing grades are the minimum passing grades for students [9].

Institutions education must set standards or values based on percentages on a scale of 0 to 100. Students with a score of 75 are considered to have 75% mastery of knowledge and skills about eye lessons [21]. These values are changed to become letters according to specific standards. Values 90 to 100 become grade A, grades 80 to 89 changed to value B, and so on. Values 70 to 79 are changed into grade C, and grades below 70 are considered less proficient in Mathematics [26].

On assessment knowledge, a grade of A indicates that Students can remember, understand, apply, analyze, and evaluate all abilities [30]. In the social assessment, value B indicates that students are polite, caring, and trustworthy; students increase honesty, discipline, and

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responsibility answer students [30]. In the spiritual assessment, a C indicates that students are grateful and pray before doing activities.

According to Siregar and Izwita [22], good Mathematics scores can carry out the interaction process. Between students and the community well. For example, a trader must learn draft arithmetic social so that students do not make miscalculations when buying something; a team member who drives a car must consider speed, time, and distance taken so that students are not late arriving at the office; and a farmer must learn to draft algebra to avoid too late. Therefore, Madrasah Aliyah must set a minimum value for mastery of mathematics material, which shows students' ability to contribute to the community.

Madrasah Aliyah must become an organization with a strong education with a vision and mission, according to Sagala [18]. According to Wirthwein and Ricarda [32], Mathematics is defined as gathering value that can be considered competent knowledge, social attitude, and good spiritual attitudes in students at Madrasah Aliyah. This includes convenience, getting a profitable job, and continuing to college , which is preferred because of religion and values of intellectual property [28]. This research is fundamental to determining how low minimum eye value mathematics lessons are in Madrasah Aliyah. Therefore, the sensitivity test price Westendorp [31] can be used to determine value or price intervals to ensure that the mark product or innovation is set at a level that can be received by the customer, who will generate the desired sales volume and revenue [8].

Sensitivity test price Westendorp [31], also known as price meter sensitivity, offers advice on method interaction quality and price influence perception of customers about value and how to change the perception students about value [10]. The test consists of the following questions [7]:

1. At the price, how much will you consider price? This product is very high, so you do not consider buying it? (question) about overpriced products or services)
2. At a price, how much will you consider price? This product is very low, so do you doubt its quality? (question) about overpriced products or services)
3. At the price, how much will you consider price? This product is expensive, so will you consider buying it? (questions related to expensive goods and services, and it works as the upper limit of the price)
4. At the price, how much will you consider goods as cheap or fair to buy? It shows the lower limit prices for goods and services [23].

Questions can be made according to the requirements of the organization for achievement. Here, the expected result from Mathematics learning is that students have good Mathematics grades. In addition, Madrasah Aliyah produces students with good morals, charisma, and purpose in Mathematics learning [3].

METHODS

Quantitative research methods are used to find a range of Mathematics values. This research involves students at Serang City Islamic High School. The retrieval sample uses a convenience sampling technique, namely student Madrasah Aliyah, who knows Mathematics material and values [2]. This study took a sample of 151 students, 46 males and 105 females, 15% of the population, or 15% of 888 students [2]. Analysis conjoint and sensitivity test price

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Westendorp used to analyze research data. Analysis starts with validity, reliability, normality, and homogeneity tests. Next, sensitivity tests price Westendorp [31] were used to determine the range of the minimum mathematics score. This test is based on the optimal price point and is acceptable in different price ranges. Questions about determining Mathematics value using the Price Sensitivity Meter

1. Mention the Math value you consider too low. So, you do not want to get a mark (What are the Mathematics values considered?) too low)
2. Mention the Math value you consider low, but you will not get a mark (The Mathematics Values that are considered low)
3. Mention the Math value you consider high, and you can get a mark (What are the Mathematics values considered?) tall or low)
4. Mention the Math value you consider too tall so you are unlikely to get a mark (What are the Mathematics values considered?) too tall)

It is expected that students answer questions about the measurement of Mathematics scores. The lowest score was 73, and the highest was 80 in this questionnaire. For the scale Mathematics value, namely

...	73	74	75	77	76	77	78	79	80	...

Figure 1. Mathematics Value Scale

RESULTS AND DISCUSSION

Based on four questions obtained from the explanation previously, researchers gathered 151 respondents. The data shows that lots of the Mathematics values are mentioned. According to the researcher, the values mentioned by respondents are Mathematics scores, namely scores from the lowest to the highest. Respondents are allowed to answer in a way free on four questions. If participants understand the question questionnaire, participants answer questions with specific patterns, namely the range of students' Mathematics scores, starting from mark lowest until mark highest, according to the order variables below:

Too Low – Low – High – Too High

Answer Respondents must fulfill valid prerequisites so that the researcher can check validity. The results of processing, namely

Table 1. Validity and Reliability Test

No	Category	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Information
1	Too Low	0.938	0.789	Valid
2	Low	0.499	0.953	Vaid
3	High	0.843	0.829	Valid
4	Too High	0.799	0.842	Valid

Sugiarto et al. [23] state that a statement item is valid if the total item correlation is fixed (r-count is more significant than r-table). Olivia and Sylvie [12] calculated the validity test based on

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the number of respondents (n) = 30 initial questionnaires with a level of 10% confidence (α = 0.10). Validity test results show that the corrected item-total correlation was 0.938 for the variable too low, 0.499 for the variable low, 0.843 for the variable high, and 0.799 for the variable too high. This means that the variable is valid if each item grain statement has a value above 0.2

A survey is reliable If the Cronbach alpha value exceeds 0.60 [23]. Reliability test results show that the variable is considered reliable if each item grain statement exceeds 0.2. The Cronbach's alpha value for this variable is 0.938 for the variable too low, 0.499 for the variable too low, 0.843 for the variable high, and 0.799 for the variable too high.

According to Ariansyah [1], outliers are data that are too different from others in the data set. As a result, data variance becomes more significant, the interval and range become more area, and decision-making errors can happen [20]. Parahita [13] said that many things can cause outliers when collecting data. This includes error human (incorrect data input errors), errors measurement/measurement (error) system or tool), error election sample/selection sample (error sample from different sources), error data manipulation/error data manipulation (incorrect data preprocessing errors), and others.

Parahita [13] states that the assumption normality or assumption normality can be used to get a dataset with type Gaussian or normal distribution by removing more from one outlier in one walking. The algorithm is to get constant assumption normality adjusted for the assumed number of outliers to be found, making the algorithm more precise. Ariansyah [1] stated that data outliers are represented by the symbol (o) and extreme outliers by the symbol (∗).

Figure 2. *Boxplot*

Based on Figure 1, the boxplot of the variables is too low, low, high, and too high, as shown in the figure above. The four boxplots show no outliers (o) or extreme outliers (∗). So, outliers are not removed. Therefore, it is normally distributed, and no value is far or entirely different from most other values.

Determination Mathematics values use kurtosis and skewness to determine whether data is normally distributed [19]. Skewness is a measure that shows the level of symmetry distribution, and kurtosis is a measure that shows the level of sharpness [6]. Sintia [19] stated that distribution more of 2.58 (Sig 1%) and 1.96 (Sig.5%), if the score is between – Z and Z. Variable Too Low,

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Low, High, and Too High, will test normality using SPSS. The skewness and kurtosis values are shown in Table 2 as a normal distribution. The results of the skewness and kurtosis values are:

Table 2. Normality Test

No	Category	*Skewness*	*Kurtosis*
1	Too low	-0.129	-1,255
2	Low	0.7	-0.831
3	High	-0.440	-0.470
4	Too High	-0.617	-0.202

Based on the table above, the fourth variable shows skewness and kurtosis values. The skewness value is -0.129 for the variable too low, 0.7 for the variable low, -0.440 for the variable high, and -0.617 for the variable too high. The kurtosis value is -0.1255 for the variable too low, -0.831 for the variable low, -0.470 for the variable high, and -0.202 for the variable too high. This shows that kurtosis and skewness values are within reasonable limits between -2.58 and +2.58. So, we can say that the data is normally distributed.

The homogeneity test is used to identify whether the sample originate from the same variation as the homogeneity test conducted in the Levene test. Several criteria are used to determine whether the data is homogeneous [2], namely a sig. value below 0.05 indicates that the data is not homogeneous, whereas sig. value above 0.05 indicates that the data is homogeneous. The homogeneity test value is 0.954, which means that data with sig. Values above 0.05 are considered homogeneous [2]. The result is that the same population— students at *Madrasah Aliyah* — is a research source.

Table 3. Homogeneity Test

Levene Statistics	df1	df2	Sig
0.110	3	118	0.954

Table 4 shows to class, the percentage of respondents in class X religion amounted to 8.84%, the percentage of respondents of class X IPA was 27.22%, the percentage of respondents of class X IPS was 14.96%, the percentage of respondents of class XI IPA was 42.17%, and the percentage respondents of class XII IPA were 6.80%. Based on type gender, the percentage of Respondents sex male was 29.93%, and the percentage of women was 70.06%

Based on age, respondents with intensity rare study 39.45%, respondents with intensity high learning amounted to 12.24%, respondents aged 15–16 years amounted to 70.06%, respondents aged 16.1–17 years amounted to 12.24%, and respondents aged over 18 years amounting to 1.36%.

Based on intensity learning, respondents who are intense study seldom 39.45%. Respondents whose intensity of study is always 19.72% and respondents with intensity of study are often by 40.08%. Based on the percentage of students who follow guidance study outside *Islamic high school,* 12%, and the percentage of students who do not follow guidance study outside *Islamic high school,* 87%, respondents with intensity Study seldom by 39.45%, respondents with intensity Study often by 40.08%.

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Table 4. Characteristics Respondents

Characteristics Respondents		Amount	Percentage (%)
Class	X Religion	13	8.84
	X Science	41	27.22
	X IPS	23	14.96
	XI Science	63	42.17
	XII Science	11	6.80
Gender	Man	46	29.93
	Woman	105	70.06
Age	14 – 15 years	15	10.20
	15.1 – 16 years	104	70.06
	16.1 – 17 years	19	12.24
	17.1 – 18 years	91	6.12
	Over 18	3	1.36
Intensity Study	Seldom	59	39.45
	Always	30	19.72
	Often	62	40.8
Guidance Studying at Madrasah Aliyah	Yes	131	12
	No	20	87

The cumulative percentage was obtained based on the analysis frequency from four questions. Table 2 shows the results of this process. 5.1% of students argue that a Math score of less than 35 makes students considered too low, causing students to question their mathematical ability of students.

According to Table 2, 7.4% of participants considered a Math score less than 45 to be a low and easy score obtained by students; a Mathematics score of 75 or more was considered high but easily obtained by students; and 16.9% of participants considered A Math score of 80 is too high for students to get, and a Mathematics score of 90 is considered perfect.

Institutions' education sets the standard from 0 to 100. Students who get a mark of at least 70 are considered to have passed, and students who get an A score below 70 are considered to have failed [11]. It is shown that values from the optimal price point, the acceptable price range, and the price indifference exceed the passing limit. This means that students have the knowledge and attitudes expected of society and parents.

Educational institutions enforce benchmarks with a scale of 0 – 100. If the minimum passing grade limit is set at 70, then students who get a value ≥70 are declared to have passed, and those who received a value ≤70 are declared to have failed [11]. It can seen that the mark from the optimal price point, the range of acceptable price, and the indifference price are values that exceed the passing limit. So, it means students have the competent knowledge and attitudes expected of society and parents.

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Table 5. Percentage Cumulative

Mark	Percentage Cumulative				Mark	Percentage Cumulative			
	Too Low	Low	High	Too High		Too Low	Low	Bargain	Too High
0	100.00				68	17.69	67.35		
10	98.64				70	14.97	61.90	1.36	
20	97.28				71	12.24	56.46	3.40	
25	95.24				72	9.52	51.70	6.12	
30	93.20	100.00			73	7.48	46.94	9.52	
32	91.16	99.32			74	6.12	42.18	12.93	
35	88.44	98.64			75	4.76	38.10	16.33	2.04
40	85.71	97.96			76	3.40	34.01	20.41	4.08
45	82.31	97.28			77	2.72	29.93	24.49	6.80
48	78.91	96.60			78	2.04	25.85	29.25	10.20
50	74.83	95.92			79	1.36	22.45	34.01	14.29
53	70.75	94.56			80	0.68	19.05	39.46	18.37
55	65.99	93.20			82		16.33	44.90	23.13
57	61.22	91.84			83		13.61	50.34	27.89
58	55.78	90.48			84		10.88	56.46	33.33
59	50.34	88.44			85		8.16	61.90	38.78
60	44.22	86.39			86		6.12	67.35	44.90
61	38.10	83.67			87		4.08	72.11	51.70
62	32.65	80.95			88		2.72	76.87	57.82
63	27.89	78.23			89		1.36	80.95	63.95
65	23.81	74.83			90		0.68	84.35	69.39
67	20.41	71.43							

Sensitivity test price impact on the organization that finds price levels below: the point of optimal price (OPP), point of indifference (IPP), and range of acceptable prices (RAI), namely [8]:

1. The optimal price point shows a level price that maintains a balanced perception of products as cheap and expensive at the same time. In this case, a group of the same consumers considers the requested product too expensive, and a group considers the price too cheap.
2. Indifference price points show the same group of buyers who believe that expensive products and the products requested are cheap. This action purchase meets Hope Mark customers and is considered relevant from the customer's perspective.
3. The range of acceptable prices includes what consumers can accept [4].

The optimal price point obtained from the points seen is the intersections of the lines too low and too high mutual height intersect [3]. The optimal price point on the Mathematics score is 76. According to 7.48% of students, a score of 76 indicates that math grades are not too good, low, and not too high. Value 76 is considered a value with sufficient category in mathematics learning. This means that students master 76% of the skills or assignments learning and skills

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tested in the subject lesson [26]. These values are expected to be used to maintain competence in students so that they do not decline [21].

Students can remember and know several essential competencies, but they are not enough to apply, analyze, and evaluate competence in mathematics [27]. The ability to remember also includes the ability of students to remember the return formula line and know what students previously knew [27]. For example, it was mentioned that there are three method settlement system linear equations [17]. Students have an attitude of politeness, caring enough, trust, honesty increase, discipline increase, and responsibility answer increased. Students are also grateful, pray before doing activities, and are tolerant towards people from various religions. Students also begin to develop in obedience worship [30].

Students demonstrate an attitude of focus on learning, which means they are willing to complete the mathematics assignments the teacher gives them [14]. In addition, students can infer, which means students can mention facts or information about life daily through discussion activities [7].

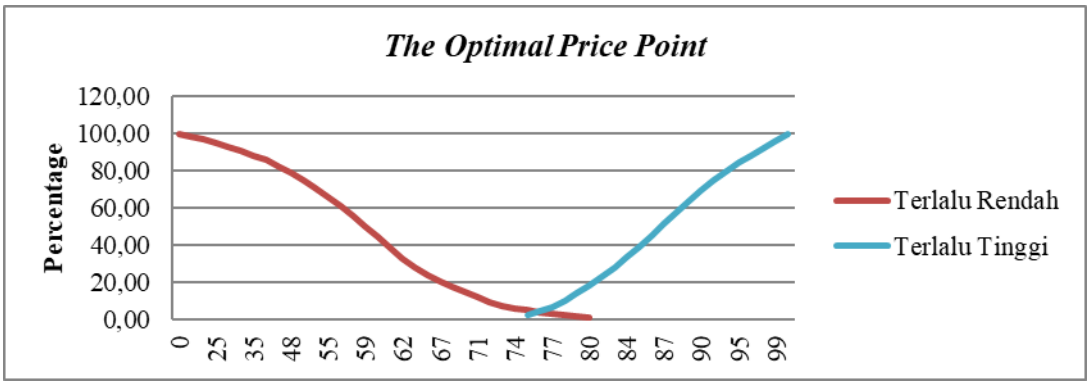

Figure 3. Determination of Mathematics Values Based on *The Optimal Price Point*

The range of acceptable prices obtained from the dots seen is the " too " graph low," graph " low," graph " high," and graph " too high," which mutually intersect with one another [3]. The value of the range of acceptable prices is a value of 73 to 80. According to 83% of students, the value is that the range of math grades is not too good, low, or too high. In addition, participants are considered to have quality competence.

The value does not prevent students from obtaining additional knowledge in mathematics. Higher values from the highest limit can considered too high to be accepted students. On the other hand, grades that are lower than the lowest limit can cause doubt in other students or the community about quality students [10].

A score between 73 and 80 is considered fair to good. This means that students are considered to master 73% to 80% of the skills or assignments learning and skills tested in Mathematics subject matter [26]. It is considered that students can remember, although students cannot evaluate two basic competencies [27]. This means that students can apply, which means students can solve frequent problems they encounter and solve new problems [27]. Determine settlement equation 3(6-x)–5(3x-5), for example. However, according to Sinaga [21], students must learn to return to the unused module section student master Because Students have mastered 73% of the material tested.

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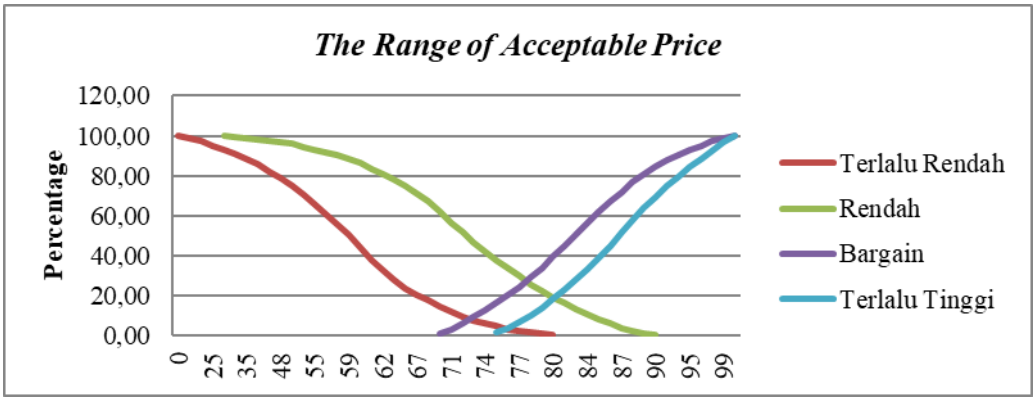

Figure 4. Determination of Mathematics Values Based on *The Range of Acceptable Price*

Analytical skills owned by students who can achieve 80% of the Mathematics material tested. With this ability, students can choose important components and make structures [27]. For example, determining set settlement from the system linear equation of two variables, we can find a value of $2x + 4y$. The results are $x + y = 6$ and $x - 2y = -4$ [17]. Students show the attitude of obedient regulations, which means students participate in Mathematics learning well.

Students can interpret and analyze. Namely, students can understand and communicate meaning or significance from various experiences, situations, events, assessments, or criteria [7], where students write what they know and what to ask to understand the question quickly. Students show politeness, care, and trust in themselves; students are also more honest, disciplined, and responsible [30]. Students also have attitudes to positive religion, namely being grateful, praying before doing activities, and being tolerant towards people from various religions [30].

Finally, the indifference price is obtained from The points seen, which are the intersections of the low and high lines that intersect [3]. Where the value price The indifference in this study was 78. The Mathematics score was considered neither low nor high to be achieved by 55.10 percent. Students. Students also said that the mark falls into the sufficient category and is close to the good category [26].

The value 78 indicates that students master 78% of skills and abilities learning in the eye Mathematics lessons [21]. It is expected that students can control part of basic competence. This is the ability to group problems and provide examples of Mathematics learning [27]. For example, see linear equations [17].

Indifference price is an important value that is usually the average value expected to maintain quality competence among students [31]. Experiments show that price indifference is based on the experience of students with level values in Mathematics learning. The experiment results also showed that price indifference and the intensity of Study students will change.

These values indicate that students can assess [7]. This task is to present problems and answer them by explaining them simply. Students write sentences and show How Mathematics formulas are used daily to show the activity. The thinking skills of critical students can measured by showing concepts and power from the problems that students face. Most importantly, teachers must give Instructions about the solution to the problem.

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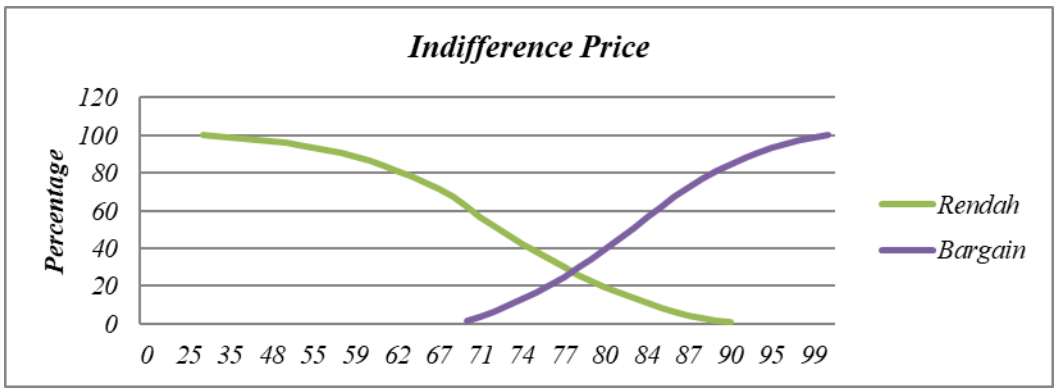

Table 5. Determination of Mathematics Values Based on *Indifference Price*

CONCLUSION

Based on the optimal price point, the value 76 is Math grades are not too good, low, or high to achieve. In terms of acceptable prices, students have a Mathematics ability of 73–80. Based on indifference price, a value of 78 is considered ideal because values are not low and easy to achieve. Because 19.72% of students always study, and 40.8% often study outside Mathematics lessons at the Islamic high school. The mathematics grades are in a suitable category in terms of mastery and understanding. Assignments and Mathematics materials Further research is expected. Researcher research is not only about determining strategy Mathematics grades but can add other variables such as variable motivation students in influencing Mathematics grades expected by students.

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