

Development of Essence Test Instruments on The Learning of Hindu Religion to Form a Student's Spiritual Intelligence

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Abstract— The purpose of this study is to develop essay tests that contain the basic values of anti-corruption and accountability in the assessment of Hindu learning. Development of essay tests using an instrument with no validity and reliability tests using only sample tests. The selection of non-standard types of tests in the form of non-objective descriptions taking into account the time and also the scope of the sample in the study. This research method uses a quantitative qualitative research approach that is by describing the results of the study in a narrative manner. Data collection uses observation method during the learning and evaluation process in the classroom. The interview method with all samples is related to the impact of the application of essay test instruments on students' behavior when carrying out the exam and the questionnaire aims to analyze the presentation of students' opinions on essay test instruments. Questionnaire data is supporting data from the results of interviews and observations. The results of this study are assessment instruments in the form of non-objective essay tests that contain the basic values of anti-corruption and accountability, which consists of five questions. The application of learning assessment instruments in the form of non-objective essay tests shows students have a responsible attitude, honest in doing exam questions, respecting their own abilities. Such an attitude is a behavior that shows the formation of students' spiritual intelligence. This electronic document is a "live" template and already defines the components of your paper [title, text, heads, etc.] in its style sheet

Keywords— *learning assessment, essay test instrument, spiritual intelligence*

I. INTRODUCTION

Education is a system with various components related to each other. The component consists of context, input, process, output, and outcome. The whole system will be interference if one component is disturbed. The assessment is part of all components in the Education system. As an educator

must carry out assessment on the components of the learning process to see the output of learning. [1] Assessment is beneficial for students, educators, mentors or counselors, for educational institutions (schools and colleges), and for parents.

[2] Assessment can be used both to evaluate student outcomes and to support student learning. [3] Assessment is a process that includes four basic components: (1) Measuring improvement over time (2) Motivating students to study, (3) Evaluating the teaching methods, (4) Ranking the students' capabilities in relation to the whole group evaluation. Assessment to students is very important to know the ability of students not only from their cognitive abilities but also from their affective and psychomotor abilities which are currently better known by the knowledge, attitude and social abilities of students.

Many educators have ruled out the behavior of students when carrying out learning assessments using test instruments. [4] that so far, the assessment that given to students still not involve the daily process of students because they still rely on the assessment result alone. In fact, if traced, the assessment of the process of students is very influential on the assessment of results. This does not only occur in school institutions but also in universities. Students tend to put more emphasis on the results of an evaluation rather than on the evaluation process. The evaluation process is more emphasized on the behavior shown by students when carrying out examinations in the classroom. Based on the results of observations and interviews so far students will feel happy if there are no lecturers who supervise when conducting exams in class, because they have the opportunity to open textbooks or cooperate with friends. they will try to cheat even though there are lecturers or someone who supervise them when conducting exams in class. That kind of student's behavior when carrying out the exam are part of the low attitude of honesty, low responsibility of students towards the learning process, and will tend to influence the formation of students' spiritual intelligence.

The subject of Hinduism is a compulsory subject contained in college curricula throughout Indonesia in accordance with the Law of the Republic of Indonesia No. 12 of 2012 concerning Higher Education. Giving Hinduism courses to

universities to realize the functions of universities such as developing abilities and forming dignified character and national civilization in order to educate the life of the nation. Referring to the essence of religious education, the outcome of the learning process of Hinduism is to be able to develop intellectual, emotional intelligence, especially the spiritual intelligence of students to deal with social life, nation and state.

This study aims to develop a defense assessment in the form of essay test instruments that contain the basic values of anti-corruption to minimize cheating behavior during the exam. In developing learning assessments there are various things that must be considered, such as: learning material, class conditions, type of assessment and the purpose of the learning process being carried out. Development of a learning assessment that contains the basic values of anti-corruption in Hinduism courses using essay test instruments. The type of essay test used is a non-standard essay test by not testing the validity and reliability and non-objective test forms. Essay tests only use sample tests to test the level of difficulty of the problem with a sample of 23 students. Conducting a sample test for two times with different times. Development and compilation of essay tests that contain the values of accountability and anti-corruption involve Hindu lecturers as many as 3 Hindu Lecturers. The product of this study is an essay test instrument with the answer criteria leading to a description of the implementation of religious teaching concepts in life.

II. RESEARCH METHOD

This research uses qualitative descriptive method. With the approach of developing assessment instruments using the concept of non-standard essay test by not carrying out validity and reliability tests. Form of non-objective essay test using the answer criteria for scoring 0-12.5, a maximum score of 25 with a weight of 25%. This research was conducted for one semester from February to July 2018. The subjects of this study were in class II D as a sample test and class II A as the actual sample in the Accounting Study Program, Accounting Department of Bali State Polytechnic. Application of sample test in IID class because it is considered to have the same ability as class IIA. The sample test aims to measure the level of difficulty of the test. Data collection using observation techniques aims to observe the response of students when carrying out the exam, interview techniques to listen to the statements, responses through students' facial expressions regarding the application of essay tests that contain the value of accountability and anti-corruption and use questionnaires to support data from observations and interviews. Data analysis techniques are qualitative descriptive analysis by describing logically the student response. Quantitative data from questionnaires totaling 15 items will be analyzed qualitatively.

III. RESULTS AND DISCUSSIONS

A. *Development and Application of Learning Assessment Instruments*

[5] Students with good learning skills and students with low test anxiety rates seem to be liking the essay type exams, while students with poor learning skills and low test anxiety are less favourable towards this assessment mode. [6] researchers found that students with poor learning skills and low confidence prefer multiple-choice questions tests rather than essays. Observation results for students in the accounting department for the past 1 year show that students have happy facial expressions when working on multiple choice tests. Besides that, a high level of anxiety, not respecting on their own abilities becomes a motive for students to be dishonest by taking actions that lead to dishonest behavior when carrying out the exam. In addition, the environment greatly influences the behavior of students during examinations, such as supervision from lecturers, classmates' behavior. According to [7] finding that the student's perception of the learning environment determines how s/he learns and not necessarily the educational context in it self.

Development of assessment instruments for Hinduism learning in the form of essay tests that contain the basic values of anti-corruption as a way to implement an assessment system that contains honesty values for students. On the other hand, conventional face-to-face classes often employ essay-type examinations for the purpose of assessing the learners' meta-cognitive understanding and ability to build logical structures beyond the understanding of basic knowledge (Biggs, 1999; Brown and Knight, 1994).

Selection of essay tests as learning assessment instruments aims to enable students to develop their analytical skills compared to multiple choice tests, and can be a strategy that we can use in a learning process in college. [8] Assessment methods used in higher education, their effectiveness, fairness, influence on learning and impact on teaching. Aspects related to the assessment methods and their impact on the students performance are also addressed". [9] Essay tests are more focused on knowing the understanding of students' logical structure towards the learning process.

The results of the research from the sample test and revision of the team of lecturers of Hinduism in Higher Education obtained 5 test essay test instruments with a value maximum of 25%. Learning materials include the history of the development of Hinduism, knowledge of the Vedic Scriptures, the Universe, the Concept of God in Hinduism, Hindu Ethics, and Yajna. The sample trial was carried out twice for the Midterm Examination and Semester Final Examination. From the results of the sample test, there are still opportunities for students to cheat if the answer criteria lead to memorizing the material. Therefore, the answer criteria do not only lead to memorizing the material but describing the experience based on theoretical concepts in the subject matter. The following are examples of essay tests on the historical theme of the

development of Hinduism and Vedas which have basic anti-corruption values.

TABLE I Instrumen Test Essay

Questions	Answer Criteria	Range Score	Value Maximum
Explain the phases of the development of Hinduism in India in ancient times to the present, and what do you think causes the religious ritual differences of Hindus in India and Indonesia when viewed from the history of the development of Hinduism?	- 6 phases of development of Hinduism - The cause of differences in religious rituals of Hindu communities in India and Indonesia, especially Balinese Hinduism, is based on the history of the development of Hinduism in Bali	0-12,5 0-12,5	25%
Mahabharata is one of the books of Itihasa as part of the Vedic Smrti. Explain what is meant by the Vedic Smrti and Mention the values of the good teachings contained in the Mahabharata book that you have implemented in your daily life!	- Knowledge of the Vedic understanding of Smrti - The ability of students to analyze the good values in the Mahabharata story that they have implemented in their daily lives	0-12,5 0-12,5	25%

Based on Table I essay tests that contain the basic values of anti-corruption to develop the spiritual attitude of students have the answer criteria that are describing student experiences and correlating with learning material. This type of essay test shows the results that the behavior of students to do dishonest acts by asking friends, or opening books can be minimized. This essay test character is able to motivate students to learn.

The implementation of assessments conducted by schools generally only measures student achievement not to motivate students to want and be able to learn. [10] "If we wish to maximize student achievement in the U.S., we must pay far greater attention to the improvement of classroom assessment. Both assessment of learning and assessment for learning are essential". It is very important to always control continuously and consistently about student achievement in school. And also can be implemented in universities, assessment of student performance is not only carried out when they succeed in answering the given test, but what needs to be carried out is the process of student assessment when carrying out examinations in class.

The planning of the implementation of the assessment is a very important step so that the objectives of the assessment can be achieved. According to [11] to be useful and effective, evaluation and assessment requires planning. Therefore, before

applying the essay test which contains the basic values of anti-corruption to 28 students in class II D Accounting Study Program, Accounting Department, the first step and the most important is to give suggestions to students continuously at the end of the learning process in the classroom that the action opening a book, asking a friend, carrying a cheat in the form of paper or on a cellphone during an exam is one of the acts of corruption. Students must have a responsible attitude to learning, asking lecturers and friends if they do not understand the learning material. Because according to [12] Deep approaches to learning, in contrast, lead from an intention to understand, to active conceptual analysis and, if carried out thoroughly, generally result in a deep level of understanding. [13] This approach is related to high quality learning outcome. And this learning process will lead to the development of students' spiritual intelligence.

The next step is to implement a learning assessment instrument that contains the basic values of anti-corruption in the form of essay tests totaling five (5) questions to 28 students. Based on the observations of students carrying out the Mid-Semester Examination and the Semester Final Examination in Hinduism courses, the class are in calm conditions, some of the students' facial expressions are tense, focus on exam questions, occasionally they face up, hold their heads, and reflect. Based on the results of the interviews, it was obtained the results that during the learning assessment of Hinduism courses through the Middle Semester Examination and the Semester Final Examination, students did not make cheat sheet, cheating or ask friends during the exam. Before carrying out the exam, there are some of the students who study in groups or learn by themselves to understand the learning material. There are some students who do not apply honesty and responsibility when carrying out exams in other courses. Whereas based on the results of the questionnaire with 28 respondents, the value of the accumulation of presentation for alternative answers was very agreeable as much as 49.62%, agree as much as 44.63%, neutral as much as 5.75%, disagree 0% and strongly disagree 0%. This leads to a positive response to the application of essay tests that contain the basic values of anti-corruption in the assessment of Hinduism learning. The behaviors that result from the application of essay tests which contain the basic values of anti-corruption are honesty, respecting one's own abilities, having positive motivation for the learning process.

The application of this essay test instrument product has advantages and disadvantages. The advantages of essay test instruments that contain the value of anti-corruption in learning of Hinduism are:

1. Reducing the opportunity for students to cheat such as opening textbooks, asking friends
2. Providing information about students from two aspects, namely knowledge, social attitudes
3. Provide motivation for students to study

The weaknesses of essay test instruments are:

1. It has not been tested for validity and reliability so that it cannot be applied in a wider scope

2. Requires continuous consistency in the stage of giving suggestions to students that fraud is part of acts of corruption.

B. Application of essay test instruments to develop Student Spiritual intelligence

[14] The spiritual intelligence is the intelligence that shows us the spiritual and valuable issues assessing the significance of our life than other step of the life. [15] The concept of spiritual and emotional intelligence among college students is people who are social, cheerful and friendly enjoy all types of physical activity and positive thinking like love and affection that type student having high level of life adjustment. The statistical analysis also reveals that the spiritual intelligence and the adjustment increase among the students. So this may be reason for the relationship between spiritual intelligence on life adjustment.

[16] Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. Spiritual intelligence opens the heart, illuminates the mind and inspires the soul, connecting the individual human psyche to the underlying ground of being. It is related to emotional intelligence insofar as spiritual practice includes developing intrapersonal and interpersonal sensitivity. Development of students' spiritual intelligence in learning Hinduism starting from the process, to the evaluation stage. If students are able to develop spiritual intelligence, students will have a happy and calm condition. In such situations and conditions, when evaluating learning students will be calm and not in a state of stress. [17] the findings are significant in that they reveal that suitable and relevant content, presented by means of socio-constructivist teaching strategies, have the capacity to develop SQ in learners.

The strategy is like opening a book, asking friends, that kind of behavior in assessments is not permitted. It is very important for educators to emphasize to students that achievements not only by getting high numerical values but must be followed by good attitudes and behavior. To achieve the learning objectives, students must have three aspects such as intelligence, namely intellectual, emotional and spiritual. The three intelligences must be correlated with each other so that education will be able to humanize humans. The spiritual intelligence of students at the time of carrying out the assessment is manifested in the behavior of working on their own tests without asking for help from others, not opening books, not carrying and looking for answers on mobile phones. Essay tests that contain the value of anti-corruption have an answer character that leads to a description of the experience of students in daily life based on the concept of the material in the Hindu religion subject, that kind of questions are able to minimize the behavior of students to open books during assessment. This provides motivation for students to learn to understand learning material and ask lecturers if there is material they have not understood. So the essay test instrument that contains the value of anti-corruption is able to develop the spiritual intelligence of students in the form of honest, happy behavior, respecting the ability of themselves and others.

IV. CONCLUSION

Essay tests that contain anti-corruption values that aim to measure achievement and develop spiritual intelligence students have answer criteria that lead to the reconstruction of students' understanding of the subject matter and connect experiences in the lives of students with the theory of learning. The answer criteria that lead to outlining the concept of theory will tend to make students cheat when answering tests by opening books, asking friends, using cellphones to find answers on the internet and so on. The weakness in a test like this is in giving a value (number) to students because such answer criteria are personal and subjective. Spiritual intelligence is formed from the application of essay tests that contain the value of anti-corruption to students, namely honesty, respecting one's own abilities, increasing learning motivation.

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