

Validation Model of Teacher's Made Test Results on the Learning Program of Elementary Schools in South Sumatera

Evy Ratna Kartika Waty
Non Formal Education Study Program
Faculty of Teacher Training and Education
Universitas Sriwijaya
Palembang, Indonesia
evyrkwaty@gmail.com

Abstract-This study aims to elaborate problems related to the validation model of teacher-made learning test on 4 (four) basic problems that can be formulated as follows: (1) how the form of student learning outcomes made by elementary school teachers, (2) steps in preparing test results of student learning outcomes, (3) the steps taken by elementary teachers in the validation of learning outcomes test, (4) how is the quality of test result of learning made by elementary school teachers. The results obtained from the results of learning test made by elementary school teachers is a multiple choice with various variations. The steps undertaken by teachers in preparing the test of student learning outcomes is still very simple and not in accordance with the guidance of the preparation of the test of good learning results. The quality of test results of teacher-made learning on elementary school learning program can be stated most have validity criteria or valid items at sufficient and good stages 58% while those with low quality stages 42%. Development of the learning result test, the teacher stated that they consider all aspects as a guide in developing a good problem. The choice of less valuable aspects in developing test results is to determine the different power index, and on the difficulty level of the problem.

Keywords-Test Result, Teacher's Made

I. INTRODUCTION

The need to conduct measurements in the classroom as well as in the school, it is necessary to know the extent of the stage of knowledge, skills, attitudes and interests of students. Because the test is a tool to get data about individual behavior, then in the coaching of the test many things that must be considered as a reference for the exam has a good quality[1].

The importance of measurement, based on[2], is the process of collecting data with due regard to experience (empirical). This data collection process is done to assess what students have gained after attending a lesson for a certain time. This process can be done by paying attention to their learning, listening to what they say and gathering

information that fits the purpose of what the student has done.

Measurement is the process of systematically valuing objects and attributes [3]. The measurement information will help a person make reasonable consideration. Consideration requires information obtained through measurement. Someone will be able to assess better if measurements can provide valid and reliable information.

Measurements are quantitative, as Tuckman (in [4]) suggests, that measurements are just units or assessment instruments and are always related to quantitative data, for example in the form of student scores. Thus, the measurement of its concrete nature can support the objectivity of a learning achievement assessment process.

According [5], the measurement is basically the activity of determining the scores on an object systematically. The characteristics contained in the measured object are transferred into scores so they are easier to assess. Aspects that exist in individuals such as cognitive, affective and psychomotor are transformed into scores. While based on the opinion of [6] that the main characteristic of the actual measurement is the comparison. Thus, the measurement is comparing something that is being measured by a measuring instrument descriptively. Descriptive intention is to declare the result of measurement only with unit or size scale without giving quality assessment.

The opinion of [7] measurement is a process of quantification by giving value to something characteristic of competence and the nature of the competence. In teaching and learning in the classroom, the competence of the material taught by the teacher to the student is qualified by giving the exam score. The need to conduct measurements at school as well as in the classroom is necessary, in terms of measurements to find out where students' knowledge, student's limits, student attitudes, interests and so on. From a student point of view,

the measurement must be precise, whether it is through examination or through other measuring instruments.

From the teacher's point of view, the measurements give feedback about the students. From the measurement results can be known barriers faced by students and can be used as the principle of assessment of student achievement and provide feedback for teacher teaching. Most of the measurements about student achievement in the classroom are conducted through the exam. Since measurement is an integral part of teaching, a teacher must be able to carry out measurements through the tests he or she makes.

One indicator that has always been the main benchmark for assessing the successful implementation of education and teaching is the achievement of learning outcomes achieved by students. Achievement is the final value that describes the quality of student learning outcomes. The final value is obtained from the process of processing the results of the learning process based on the measurement data. To get the right final value so as to show the criteria of learning outcomes near the actual conditions required a good assessment program[8].

To be able to assess the achievement of student learning outcomes appropriately required a set of quality test results of learning instruments. With this quality instrument can be presented information measurement results with the level of error as small as possible so that decisions can be appropriate[9]

Assessment of Teacher Learning Outcomes is the process of gathering information / evidence on student learning achievement in the competence of spiritual attitudes and social attitudes, knowledge competencies, and skill competencies performed in a planned and systematic way, during and after the learning process.

A form of assessment that requires students to display attitudes, using knowledge and skills gained from learning in performing tasks in real situations. The form of assessment of student learning outcomes Primary School (SD) in the form; (1) daily test is an assessment done every subtheme and theme, (2) mid semester test is an assessment done after completion of 2 to 3 themes (3) the final repeat semester is the assessment done after the completion of one semester[10].

According to the researchers, the most dominant factor that can affect the quality of test questions is the ability of teachers. Teachers play an important role in the effort to implement quality learning in which there is the assessment process. Therefore, every elementary school teacher is required to have adequate ability in developing and making test result of learning result. The ability of teachers to

develop test results can affect the quality of student learning. In this regard, it is necessary to disclose further how the SD teacher validates the student learning outcomes. This needs to be done and important benefits in anticipating the implementation of the learning program in accordance with the planned[11].

Education exams and assessments are conducted by teachers who generally lack the knowledge and skills in the field of evaluation. If the assessment is undertaken by untrained teachers, it is not surprising that the quality of student learning outcomes is also low. There are times when interpretation of the test results is wrong so the result becomes less precise in assessing student achievement.

With regard to the provision and implementation of school final exams made by teachers who lack pedagogical competence in the implementation of learning in particular to assess the achievement of student achievement and sometimes the rotation / mutation of teachers who change every year. Therefore, exam questions are sometimes provided by new and less experienced teachers. [12] argues, experienced teachers can generally provide more qualified exam questions. Teachers who often make formative exams are likely to have better competencies to provide quality end-of-school exams for measuring student achievement.

The quality of the final school exams used also influence the accuracy of student achievement measurements. The role of the teacher as the individual who makes the exam is very important. If teachers are able to develop formative exams well in the learning process, it is hoped that the teacher will not have a big problem when providing a final exam or a summative exam.

The ultimate objective school exam procedure does not examine the actual mastery of students' abilities. In addition, today's assessment system should not only measure aspects of cognitive development alone, it needs better psychomotor and affective aspects as well.

Testing is a commonly used tool for obtaining empirical evidence for the purpose of assessing teaching and learning in schools. [13] states that the main purpose of the exam is to produce evidence that can be used to make an assessment of teaching and learning in schools. Classroom assessment can help teachers improve their teaching and student learning. In addition to information for teaching and learning diagnosis, exam scores are also used as a basis for student placement, and student coaching. Therefore, the right way to ensure that is to conduct a quality exam.

II. RESEARCH METHOD

The subjects of this study are elementary school teachers (SD) in Palembang City, Pagaram City, Ogan Ilir Regency in South Sumatera Province. The object of this research is the test of teacher-made learning outcomes for Primary Grade VI students on the subjects of Pancasila and Citizenship Education, Bahasa Indonesia, and Social Sciences. The location of this research is Elementary School (SD) in Palembang City, Pagaram City, Ogan Ilir Regency in South Sumatera Province, each 3 (three) schools.

Data collection techniques are two stages, 1) literature review stage, consisting of (a) literature review, conducted by studying various research reports published in books, journals, magazines, newsletters, newspapers, etc., both published in print or through internet media; and (b) the study of statistical data, carried out by tracking and inventorying statistical data available in the Central Bureau of Statistics, study centers, and non-governmental organizations. 2) field study stage, consisting of (a) observation, carried out from the beginning to the end of the field study by observing the subject and object of the study to obtain an overview of the subject and object of the study; (b) the survey, conducted by questionnaire on 15 (fifteen) teachers who served in 3 (three) research locations so that there are a total of 45 (forty five) respondents; (c) In-depth interviews (indepth interviews), conducted in each study site, on each of the 3 (three) teachers who made the test result representing the subjects of Pancasila and Citizenship Education, Indonesian Language, and Social Sciences. Thus, there will be a total of 15 (fifteen) teachers interviewed in depth.

The analysis done in this study is analytical-comparative, ie analyzing the data with the aim of finding a picture of the subject and object of the study and then explaining the various things underlying the situation experienced by different research subjects. The data obtained through the literature review is used as the theoretical foundation and the initial description of the research focus. Data obtained from observations and surveys were used to verify pre-existing data on validation of teacher-made learning outcomes of elementary school teachers. Then the data obtained from FGD and in-depth interview is used to formulate test validation model of teacher-made learning result.

III. FINDINGS AND ANALYSES

This study has an urgency in the formulation of appropriate strategies in the validation model of student learning outcomes made by elementary school teachers. In addition, the results of this study

can provide useful information for the establishment of quality assurance examining institutions that guard the quality of tests at all levels of education, at all levels of schools, throughout the province in Indonesia.

Model in improving the quality of teacher-made learning test for graduation of Elementary School students, the examination used (UAS) is in the form of multiple-choice objective by using the validity criterion which is obtained by most (58%) of teachers is in sufficient stage. For school-end-to-end execution, the teacher's multiple-choice objective is generally at a sufficient level (47%), whereas for the difficulty index and diffraction index (discrimination) the teacher-made final exams are generally low.

In developing the final school exams, teachers state that they consider all aspects of the indicator as a reference in developing a good test. Optional aspects that lack consideration in developing the test, is to determine the index of different power, and develop tests on the level of difficulty of the problem.

The obstacles faced by teachers in developing the final exam are determining validity (valid items) and exam reliability of 38 teachers, assessing the effectiveness of distractors there are 36 teachers, analyzing homework exams there are 34 teachers, on assessing the quality of homemade exams there are 30 teachers. Obstacles also faced by teachers in developing and conducting the final exam of the school in determining the number of items with the exam time of the exam there are 28 teachers, determine the test grille there are 26 teachers, choose the appropriate words on the exam there are 25 teachers, determine the type of test in accordance with the purpose there are 23 teachers, compile test questions there are 21 teachers, determine the purpose of the exam there are 16 teachers.

IV. CONCLUSION

Model strategy in improving the quality of teacher-made learning test for graduation of elementary school students, teachers are expected to get guidance in making quality exam questions. The results of this study are expected to be the reference material for the validation model of teacher-made learning test in the next elementary school learning program for other subjects at elementary school, junior high school and senior high school level in other provinces.

The subsequent urgency that the test validation model of teacher-made learning outcomes in the SD learning program can be generalized to other provinces in Indonesia in general considering the characteristics of each province. More importantly,

teacher-made learning outcomes as a means of measuring student achievement are guidelines for teachers' knowledge and ability to organize learning processes in schools.

By knowing the quality of self-made learning test results, teachers will feel compelled and motivated to improve their competence in making tests. The results of this study will also be useful information for the Ministry of Primary and Secondary Education in improving teacher competence in developing high quality summative test. The higher the quality of the test, the more precise the achievement of student achievement.

The results of this study can serve as useful references in implementing the summative test of teacher-made learning outcomes in primary school learning, and assisting teachers to develop their own summative exams for graduating students at primary, junior and senior high school levels.

It is expected that this research can be a process of evaluating the learning result into a textbook with comprehensive content, ranging from the forms of learning result test, the steps in the process of compiling the test of learning result, and the validation model of the test made by the elementary school teacher. In addition to publishing in the form of textbooks, also plans to prepare a policy-paper that can be a model of public policy related to quality improvement strategies for learning outcomes to be implemented in schools.

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