



Validity and Reliability Content of Instrument of Assessments *Mengalihaksarakan Serat Wulangreh Pupuh Gambuh Class VIII*

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Abstract

The factual situation of school is the absence of a raw Javanese character assessment instrument that is backed by this research. The purpose of research is to know the validity level and the efficacy of the assessment instrument, which is the ability to use a *mengalihaksarakan serat wulangreh pupuh gambuh* to make the teacher in the assessment more objective, for the researchers need to conduct the validity test of the content and reliability of the interrater against the instrument used. The method used is a quantitative description using 3 expert judgment, one of teachers' Javanese language teachers are from SMP N 1 Brangon and SMK ma'arif NU 01 Semarang and member of the expert instrument development is the graduate lecturer in Semarang State University. The researchers use the validation instrument to obtain its data by providing a checklist of aspects that have been created by researchers with 4 categories that are appropriate, appropriate, inappropriate, and not appropriate. The data is then analysed using the Aiken V formula to determine the level of validity and the instrument, and to know the consistent data then the reliability test is carried out using Two Way Anova with the help of SPSS version 16.0 application that continued calculations using HOYT formula. The result of the content validation analysis shows the value above 0.3 which means all aspects assessed by experts are valid. The reliability test using the formula Hoyt obtained the value of 0702 means that all aspects assessed by 3 expert judgment have a degree. The assessment instrument is *mengalihaksarakan serat wulangreh pupuh gambuh* a after tested the validity of the contents and reliability of valid and reliable.

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INTRODUCTION

The assessment is a activity conducted by learners to know the success in the learning process in school (Arifin Zaenal, 2009, p. 4). The assessment is designed to know how far the student's level in understanding the learning is not separated from the teaching process (Pantiwati Yuni, 2013, p. 1). The assessment of the *mengalihaksarakan serat wulangreh pupuh gambuh* is included in the performance assessment. According to Rusilowati (2014, p. 67) Performance assessment is a judgment done by observing learners in doing something. Teachers must have assessment instruments along with their assessment guidelines in order to perform more objective assessments. In other line's Hayatun's research, Abdul & Suhendrayatna (2017, p. 45) The assessment in the school's learning process requires an instrument as a reference in its learning process. Research by Ambarsari, Anggani, & Rusilowati (2017, p. 11) that there are obstacles experienced by the teacher in assessing student performance as a result of the instrument used has not fulfilled the requirements of validity, reliability.

Anggarkusuma & Khumaedi's research (2018, p. 175) The development of assessment instruments aims to develop existing assessment instruments and then developed again for better quality assessment. The quality of an instrument is seen from two things, the validity and reliability. According to Azwar (2015, p. 131) The validity to find out if a scale is capable of generating more accurate data according to the purpose of the measure. While reliability is a coefficient that indicates the degree or consistency of measurement results of a test (MARDAPI, 2016, p. 46). The initial process of designing the assessment instrument is by determining its specifications, which include measuring purposes, grids, lengths, forms and formats, then presented as an assessment instrument containing the statements of each indicator specified (Nurhadi, & Suana 2014. tp).

Feasibility of assessment instruments of the use of *mengalihaksarakan serat wulangreh*

pupuh gambuh is should see the validity of the contents. The validity of the contents is a validity that is estimated through test testing with rational or judgment profesional analysis. The content validity test is adjusted to the grid referring to the indicators. If all indicators are already represented in the problem, it can be said between the indicators with the problem item is good, but if there is not yet represented, the indicator is revised again (Kartinah, 2018, p. 106). While the reliability test is a test to see how far the questionnaire can be trusted to measure a test (Susanto Y, Alfian R, Rahim Z & Karani. 2018, p. 45). Thus, the validation and reliability of the content becomes important to analyze in assessment instruments *mengalihaksarakan serat wulangreh pupuh gambuh*

METHOD

The methodology of this's research is used quantitative descriptive. The instruments used are expert validation. The experts who rate 3 members (expert judgment) so that there are 3 results questioner. The expert member choose by an qualification. expert in the development of the instrument is the graduate lecturer of the State University of Semarang, and 2 experts of Javanese language teachers from SMP N 1 Brangon and SMK ma'arif NU 01 Semarang. The aspect to be validated consists of 10 aspects then the validation result of 3 experts analyzed using the formula Aiken V, while reliability analyzed through Hoyt will be obtained the validity value of the content of the assessment instrument *mengalihaksarakan serat wulangreh pupuh gambuh*.

RESULTS AND DISCUSSIONS

The content validity test was carried out by 3 experts in the fields corresponding to the study, 2 Javanese language teacher experts and 1 expert from the research and education evaluation lecturer. Content validity test was conducted to see the suitability of the material,

construction, and language. In the instrument validation questionnaire sheet there are 4 categories, which are appropriate, quite appropriate, less appropriate, and not appropriate. The instrument is said to be appropriate (S) if the material, construction and language are very good suitability. The instrument is said to be quite suitable (CS) if in terms of material, construction and language only 3 indicators are met. The instrument is said to be inappropriate (KS) if in terms of material, construction, and language only 2 indicators are met. And the instrument is said to be inappropriate (TS) if in terms of material, construction and language no indicators are met.

The method used by experts is by giving a check mark (✓) on each item that has been reviewed in a table that has been prepared by the researcher. To analyze the validity of the content using the Aiken V formula because it is seen from the number of experts 3. The results of the analysis from the experts' review will result in each item being accepted, received with repairs and rejected. Below is the formula for Aiken V.

$$V = \frac{\sum s}{[n(c - 1)]}$$

Description:

s = r-lo

lo = lowest validity rating number

c = highest validity rating number

r = number given by an assessor

If the validity coefficient is less than 0.30, it means that the item can be said to be inadequate (invalid) otherwise, if the validity coefficient ≥ 0.3 means the item can be said to be adequate or valid (Azwar, 2016, p. 143). After the content validity was analyzed using the Aiken V formula. Then the next step was to analyze the reliability between the rater analyzed by Two Way Anava test. Two Way Anava Test this study was used to see the similarity between the assessors and the assessment instruments of transplanting coughs of gambuh. The experts then assess which aims to connect between one appraiser with another appraiser. In the Two Way

Anova test, then proceed using the Hoyt formula. Below is the Hoyt formula:

$$R_{xx} = MKs - \frac{M_{int}}{MKs}$$

Description

MKs = rater

MKint = interaction

If the coefficient value ≥ 0.6 , the instruments made by experts have been declared consistent in providing an assessment. After validation by 3 experts then the results are tabulated and calculated using the Aiken V formula with the help of the Microsoft Excel program. Below is the table of contents validation calculation results using the Aiken V formula, which is as follows.

Table 1. Results of Calculation of Validity by Aiken V's Formula

No Item	V Indeks	V Tabel	Conclusion
1	0.9	0.3	Valid
2	0.8	0.3	Valid
3	0.8	0.3	Valid
4	0.9	0.3	Valid
5	0.9	0.3	Valid
6	1.0	0.3	Valid
7	1.0	0.3	Valid
8	0.9	0.3	Valid
9	0.8	0.3	Valid
10	1.0	0.3	Valid

Based on the table above it can be concluded that of all items producing a V Index above 0.3 it's means that 10 items rated by 3 experts have valid contents. According to (Azwar, 2016, p. 143) said that the value of the validity coefficient above 0.30 it's means that item can be said to be valid or adequate. In other line the research conducted by Panji, Masrukan & Djuniadi (2014, p.62) the contents of the rubric of the poetry reading assessment assessment results developed have good content validity requirements and average content validity test score of 45.5 (91%). shows that the performance evaluation rubric developed has been appropriate or

meets the requirements of good content validity to be implemented in the field.

Experts also provide input that must be improved in the development of instruments *mengalihaksarakan serat wulangreh pupuh gambuh*. The following is below table 4.2 input from experts to be improved.

Tabel 2. The Recapitulation advice by Expert Judgment

No	Expert	Advice
1	Expert 1	The conceptual of definition please more description <i>pengalihaksaraan serat wulangreh pupuh gambuh</i> , with assessment and rubric.
2	Expert 2	Please do it teaching about <i>aksara Jawa</i> (especially the punctuation) before practice.
3	Expert 3	Please attention about language in your test, if Javanese <i>Ngoko</i> language has been determined. Check about indicator there's no function on <i>lungs</i> .

Based on the table above, it can be concluded that there needs to be an improvement from three validators. Input from validator 1, which is complete in the conceptual definition section, must be described in terms of understanding of translating the full *serat wulangreh pupuh gambuh*. Whereas in the operational definition section, it must be completed with rubric assessment and valuation rules. Input from validator 2 is to inform students about punctuation, because most teachers do not pay attention to the punctuation of the prototype in the learning process of Javanese script. Input from validator 3 is to pay attention again to the use of the various languages chosen in the problem and Javanese *ngoko* language has been determined, it should use all *ngoko*. Re-examine aspects assessed, there is no use in the *lungs*.

The next step is to test interrater reliability using the Two Way Anava test with the SPSS application program version 16.0, which is then followed by counting using the Hoyt formula in table 3.

Tabel 3. The Result of Reliability by Two Way Anava Formula

Dependent Variable:Skor Penilaian			
Source	Type III Sum of Squares	df	Mean Square
Corrected Model	6.667 ^a	29	.230
Intercept	403.333	1	403.333
P	1.267	2	.633
Butir	2.000	9	.222
P * Butir	3.400	18	.189
Error	.000	0	.
Total	410.000	30	
Corrected Total	6.667	29	

a. *R Squared* = 1.000 (*Adjusted R Squared* = .)

Based on the table above, it can be concluded that the results of interrater reliability calculation with 3 experts and analyzed using the Two Way Anava test with the application program SPSS version 16.0 obtained the results of evaluators / rater in the Mean Squar column of 0.633 and the results of the appraisal * items in the Mean Squar column of 0.189. Then proceed to be calculated using the Hoyt formula with an average of 3 assessors, below:

$$\begin{aligned}
 r_{xx} &= 1 - \frac{s^2_r}{s^2_s} \\
 &= 1 - \frac{0.189}{0.633} \\
 &= 1 - 0.298 \\
 &= 0.702
 \end{aligned}$$

From the results of analysis using the Hoyt formula obtained the reliability coefficient value 0.702 it's mean that, all of items were declared consistent and reliable. According to Sujarwanto & Rusilowati (2015, p. 20) said that assessment instruments are said to be reliable and consistent if the reliability coefficient value is above 0.6.

According to Khumaedi (2012, p. 13) that the reliability coefficient of 0.5 and above is sufficient to be accepted as good reliability.

The assessment instrument *mengalihaksarakan serat wulangreh pupuh gambuh* after being tested with content validity by 3 expert experts and tested for reliability using the Two Way Anava test and continued with Hoyt calculation the results are valid and reliable. In other line, the research conducted by Kumala Childa A, Widjanarko D & Sudana (2017, p.22) in his research, the instrument validity was 0.878 which showed validity and reliability of the instrument was 0.721 which showed a good category and the effectiveness of the instrument was a score of 0.3 which had a moderate level of effectiveness that the instrument assessment of Jogja Paes Ageng bridal makeup practices standard, valid and effective are used to assess practice judgments.

CONCLUSION

Need for an objective assessment in learning javanese, especially on the material writing javanese script, an objective assessment must have a standardized instrument must go through the test of the validity of the content and reliability. The content validity in this study used 3 expert judgments /experts were then analysed using the aiken v's formula with results above 0.3 which all items were declared valid. To determine the instrument's reliability, a reliability test using the two way anava test obtained the results of the rater in the mean squar column of 0.633 and the results of the grading * in the mean squar column of 0.189 then continued calculations using the hoyt formula, the result being 0.702, which means all items expressed consistency or value of constancy.

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