



**Quality of Instrument Assessment of Learning Outcomes Based Curriculum 2013
Class X SMAN in Kendal**

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Abstract

One important component of the curriculum in 2013 is a competency-based assessment. This assessment is not only seen from the final result, but also how the processes that occur during learning. Assessment is done using instruments varies. Instruments' knowledge, attitudes, and skills that exist have not analyzed the quality but it is used by teachers in conducting the evaluation. The purpose of this study was to analyze the quality of assessment instruments UKK, attitude observation sheets, and assessment sheets used in practice test Class X SMAN biology teacher in Kendal. The quantitative data in the form of the level of difficulty, distinguishing, distractor effectiveness, and reliability matter UKK. Qualitative data in the form of conformity UKK, observation sheets attitude, and practice tests assessment sheet in terms of material, construction, and language. The results showed that the quality of qualitative UKK is 45% good and 55% about the problem should be corrected. Qualitatively UKK quality is good and 75% about 25% is not good. Observation sheet quality is pretty good 83% and 17% unfavorable. Sheet quality assessment practice test is 83% good and 17% poor.

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INTRODUCTION

One important component of the curriculum in 2013 is a competency-based assessment (process and results). Assessment of student learning outcomes not only seen the end result, but also how the processes that occur during learning. In Permendikbud No. 59 of 2014 Article 10 Paragraph 1, stated that based on the curriculum of teacher charged with authentic assessment (authentic assessment). The assessment includes aspects of attitudes, knowledge, and skills.

The third aspect of the above assessed using varied instruments. The instruments used must be in accordance with the characteristics or demands competencies in the curriculum of 2013. Ratings attitudes conducted using observation instruments observation sheets, self-assessment techniques with self-assessment sheet instruments, valuation techniques among learners with assessment sheet instruments between learners, and journal techniques using instruments journal analysis sheet. Knowledge assessment was performed using a written test technique with instruments of test written in the form of multiple choice, short field, matching, true false, description and verbal test techniques to instrument a list of questions, and engineering assignment to assignment sheet instruments. Skills assessment tests carried out using techniques practice with practice test assessment sheet instruments, project appraisal techniques with sheet instruments valuation list of projects, and engineering instrument portfolio with a check list sheet list and portfolio assessment scale (Permendikbud No. 66, 2013).

Based on the interview which was conducted in November 2017, it is known that the biology teacher of SMAN in Kendal has done authentic assessment. Assessment is done using the same instruments and techniques. Competence attitudes were assessed using non-test through observation techniques and instruments used in the form of observation sheet. Competence knowledge assessed using multiple choice test techniques and instruments used in the form of a multiple choice test questions. Competence skills assessed using a test technique through assessment practices and instruments used in the form of sheets practice assessment tests. These instruments were made by a team of Subject Teachers Council (MGMPs) Biology. Existing instruments have not been quality tested but has been used by teachers in assessment. Assessment using a good quality instrument will produce accurate results. According to Arif (2016), the success of student learning outcomes assessment is largely determined by the quality of the instruments used. Based on some of the above, it is necessary to study the quality of assessment instruments used in SMAN Kendal.

RESEARCH METHOD

This type of research is descriptive qualitative research. The study focused on the quality of learning outcomes assessment instruments of learners that includes knowledge, attitudes, and skills of Class X SMAN in Kendal 2017/2018. Data collection methods used were interviews and documentation. Research data about the quality of the UKK quantitatively and qualitatively, observation sheets attitude, and practice tests assessment sheet. UKK quality quantitatively determined based on level of difficulty of questions, distinguishing, distractor effectiveness, validity, and reliability using the program IteMan 3:00 version. UKK quality, attitude observation sheets, and assessment sheets were analyzed qualitatively practice tests based on the accuracy aspect of material, construction, and

language. The quality of assessment instruments used for the qualitative analysis determined using Kappa analysis with SPSS version 16. Data were analyzed descriptively.

RESULTS AND DISCUSSION

Based on interviews with biology teachers grade X SMAN in Kendal is known that teachers use assessment instruments that there are 3 types, namely about UKK, observation sheets, and assessment sheets practice tests. All schools use about UKK. 83% of schools using observation sheets and sheets attitude practice assessment tests.

Quality Problem in Quantitative UKK

Based on the analysis UKK use Iteman program known that about 75% of good quality and 25% is not good. Problem is good is a matter that has a level of difficulty moderate to very difficult, different power quite good to excellent, functioning distractors, and high reliability. Total difficult matter of 22.5%, while 67.5%, is 7.5%, and very easy to 2.5%. Based on this it is seen that the proportion UKK not in accordance with the agreements MGMPs Biology. A good proportion is balanced as the opinion Masruroh (2008) which states that the level of difficulty about the good must be balanced with 25% difficult, 50% moderate, and 25% easily. The majority of the UKK is middle category (67.5%). This is in accordance with the opinion of Aida (2008) which states that a package about the level of difficulty about being > 50% then the package is said to be a matter of being. Problem UKK has a goal to repeat the semester so that the necessary item with a moderate level of difficulty. This is in accordance with the opinion Kadir (2015) which says that if the goal of making the matter to repeat the semester then used should be about sedang. dengan Thus, there is a match between the level of difficulty with the purpose of the evaluation.

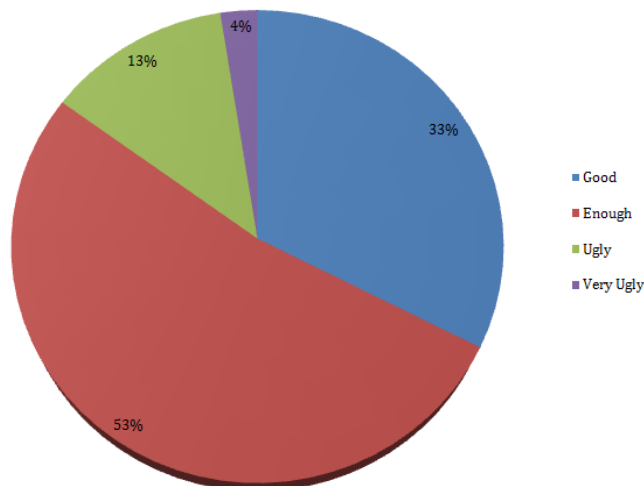


Figure 1 Percentage of different power

Based on Figure 1, it is known that problems with different power good and fairly well is a matter that can differentiate high-ability learners and low-ability learners. Thus there is 85% about the good use. This is in accordance with the opinion Arikunto (2012) that a good question is used is a matter of having distinguishing good and quite good, while about having

distinguishing ugly and very ugly should be revised or eliminated. Questions have different power means ugly that question is answered correctly by many learners are less capable and more are answered incorrectly by high-ability learners. Questions like that should not be reused to repeat the semester. If you want to use, then the matter needs to be revised.

The amount of matter that serves existing distraktornya 97.5% and only 2.5% are not functioning. Distractors not function selected by 1% -4% of learners, so it is not in accordance with the criteria specified. This is in accordance with the opinion of Purwanto (2004) which says that the distractor is said to be functioning when selected at least 5% of all learners. According Otaya (2014), factors that cause or not functioning distractors among others about it too easy, the subject matter of giving instructions on the answer key and learners already know the material in question is too easy.

Reliability matter UKK is 0.639. This may imply that the reliability. According to the Ministry of Education (2008) factors that affect the reliability value is the length of the test, the length of time do matter, homogeneity hemisphere and level of difficulty of the questions. In the discussion about the difficulty level can be seen that on average about UKK has a moderate difficulty level. This means that the matter can still be done by most learners thereby affecting the reliability value becomes high.

Quality Problems in Qualitative UKK

Based on the analysis of Kappa known that the assessment instruments used to assess qualitatively UKK reliable (0,795). The results of the analysis of qualitative UKK is known that about 45% of good quality and 55% about the need to be repaired. Questions need to be improved because not in accordance with the aspect of material, construction, and language are presented in Table 1.

Table 1 The UKK which is not in accordance with the aspect of material, construction, and language

No.	Aspect	No. Questions No Match Criteria	Percentage (%)
1	Matter	12,14,18	7.5
2	Construction	1, 4, 5.7, 9,14,18,21,26,27,28,34,38,39	37.5
3	Language	2, 3,4,13,18,22,35,36,40	27.5

Based on the analysis of material aspects UKK note that 92.5% matter in accordance with the lattice and 7.5% about not match the lattice. According Maiza (2013), about the good must be in accordance with the lattice problems that exist. Questions that do not fit the lattice could lead to problems can not measure what should be measured. As in question number 12 the following:

12. Di bawah ini merupakan ciri-ciri organisme vertebrata.

(1) <u>Alat gerak berupa sayap</u>	(4) <u>homoioterm</u>
(2) <u>Fertilisasi internal</u>	(5) <u>tubuh squama yang keras</u>
(3) <u>Jantung beruang empat</u>	(6) <u>Vivivar</u>

Ciri ciri Vertebrata yang dimiliki reptile ditunjuk oleh nomor . . .

A. (1), (3), dan (4)	D. (3), (5), dan (6)
B. (2), (3), dan (5)	E. (4), (5), dan (6)
C. (2), (4), dan (6)	

Figure

2 Question number 12

Problem The above is not in accordance with the grating. Onlattice stated that the matter had cognitive level L3 (Reasoning). Cognitive level questions above is L2 (Application), which the participants are only required to show the characteristics of reptiles possessed by selecting the characteristics that have been provided.

Based on the analysis of aspects of construction UKK note that 37.5% about that statement is not clear, the picture is not clear, the formulation of the long answer choices that are not the same, the answer choices are not homogeneous material, as well as the order of selection is not the appropriate answer from the smallest sequence.

1. Perhatikan skema siklus perkembangan tumbuhan paku berikut ini!

Penjelasan yang benar berkaitan dengan bagian X dan Y pada tabel berikut ini yang benar adalah...

	X		Y	
	Fase	Peranan	Fase	Peranan
A	Tumbuhan paku	sporofit	Protalium	Gametofit
B	Tumbuhan paku	gametofit	Protalium	Sporofit
C	Protalium	sporofit	Tumbuhan paku	Gametofit
D	Protalium	gametofit	Tumbuhan paku	Sporofit
E	Protalium	Gametofit dan sporofit	Tumbuhan paku	Gametofit dan sporofit

Figure 2 Question number one

The above subject matter is not clear and unequivocal. In one sentence repeated words there are "right". It makes the subject matter is not firm and clear. Sentence question on the number 1 can be changed to "The true explanation relates to a part of X and Y in the following table is". Pictures of the scheme in question above is not clear, not all parts can be seen. A good image should assist students in answering the questions.

Based on the analysis of aspects of language UKK note that 22.5% did not comply with the rules about PUEBI. As a matter of number 12 the following:

12. Di bawah ini merupakan ciri-ciri organisme vertebrata.

(1) Alat gerak berupa sayap	(4) homoioterm
(2) Fertilisasi internal	(5) tubuh squama yang keras
(3) Jantung beruang empat	(6) Vivivar

Ciri ciri Vertebrata yang dimiliki reptile ditunjuk oleh nomor . . .

A. (1), (3), dan (4)	D. (3), (5), dan (6)
B. (2), (3), dan (5)	E. (4), (5), dan (6)
C. (2), (4), dan (6)	

Figure 3 Matter question of number 12

Writing words on a matter on top of one that does not have a meaning in accordance with the rules of writing words based PUEBI.

false : Characteristic traits

Correct : Characteristic features

Attitude Student Observation Sheet Quality

Based on analysis of student observation sheet is known that 83% quality is quite good and 17% poor quality. Observation sheet that can be used must have a good quality so that it can measure what should be measured. All observation sheets biology class X of SMAN in Kendal can not be used in the evaluation.

Based on analysis of student observation sheet known that the discrepancy in the measured attitude aspect that all observation sheets do not contain indicators that are analyzed in accordance with KD 1.1, 1.2 KD, 1.3 KD, KD 2.1 and KD 2.2. On the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 59 of 2014 Article 10 Paragraph 1 of the Code of Subjects Biology that in the assessment of the attitude required to not only assess aspects of social attitudes (KI-1) but also the spiritual aspects of attitude (KI-2). Aspects attitude must also comply with the basic competencies, there are five basic competencies for competency assessment of attitudes in the curriculum syllabus in 2013 is KD 1.1, 1.2 KD, 1.3 KD, KD 2.1 and KD 2.2. In the KD contain aspects that can be selected by teachers who are integrated in the learning.

Based on analysis of the observation sheet of students known that the discrepancy in the construction aspects, namely the observation sheets do not have a clear identity, a good instrument has an identity includes the school name, school year, class, semester, subjects, day / date penilaian, knowing the subject teachers and headmaster. Observation sheet which analyzed only have an identity in the form of a student's name, the attitude is measured, the name of biology teachers and principals, as well as day / date of the assessment. Other irregularities namely the lack of user manuals obvious observation sheets, scoring rubrics and assessment guidelines and how to change the score to score. Their scoring rubric in observation sheet instruments is a key criterion in knowing the competence to be achieved. According Kunandar (2013), one of the things to be done in planning the use of observation, the assessment is to develop an assessment rubric that contains criteria attitude of achievement indicators.

Sheets Quality Assessment Practice Tests

Based on the analysis sheet practice assessment tests known that 83% to 17% of good quality and poor quality. Sheet practice assessment tests that can be used is an instrument that has a good quality so that it can measure what should be measured. Mismatches on the construction aspects ie no complete and clear identity, no user manuals practice test evaluation sheets, and there is no section in accordance with the criteria. Rubric have a great role and a good potential to determine students' progress. There is no rubric and scoring are evident in the instrument resulted in difficult instruments to be used as well as many of the questions are multiple interpretations concern instruments not objective and not be able to measure what is to be measured and not be able to map the ability of learners so that it is not in line with the principle of objective and validity because there are instruments that are not in accordance with the competence to be achieved.

CONCLUSION

Based on the results of research and discussion, it was concluded that 83% of biology teachers grade X SMAN in Kendal have been using observation sheets and sheets practice

assessment tests. Problem UKK has been used by all SMAN in Kendal. As for the quality of each instrument is as follows:

1. Quality of the biology teachers use observation X class SMAN in Kendal were 83% pretty good and 17% poor
2. UKK about the quality of a good quality and can be used only 75%.
3. Quality assessment sheet instruments used in practice tests tenth grade biology teacher in the district of Constraints dalam SMAN 83% and can be used in the assessment and 17% unfavorable.

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