

Qualitative Analysis of Multiple Choice Test Instruments in Grade V PAI Subjects at SDN Rowokangkung 01

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Abstract: The purpose of this study was to determine the quality of multiple-choice items on the end-of-semester summative questions on PAI subjects at SDN Rowokangkung 01 Lumajang, the analysis was carried out qualitatively in terms of material aspects, construction aspects and language aspects. This type of research is qualitative research with descriptive-analytical method, while the research data is obtained through documentation method. From this study it can be concluded that in terms of the three aspects, the questions have met the criteria of good and feasible use.

Keywords: Qualitative Analysis, Test Instrument, Multiple Choice

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui kualitas butir soal pilihan ganda pada soal sumatif akhir semester pada mata pelajaran PAI di SDN Rowokangkung 01 Lumajang, analisis dilakukan secara kualitatif ditinjau dari aspek materi, aspek konstruksi dan aspek bahasa. Jenis penelitian ini penelitian kualitatif dengan metode deskriptif-analisis, adapun data penelitian didapatkan melalui metode dokumentasi. Dari penelitian ini dapat disimpulkan bahwa ditinjau dari ketiga aspek tersebut, soal telah memenuhi kriteria yang baik dan layak digunakan.

Kata Kunci: Analisis Kualitatif, Instrumen Tes, Pilihan Ganda

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A. Introduction

According to the Minister of National Education Regulation No. 16/2007 on Standards for Academic Qualifications and Teacher Competencies (Gora & Sunarto,

2010), organizing assessment and evaluation of learning outcomes is a core competency in pedagogical competence. Teachers' ability to develop test instruments and assess the learning process is one form of mastery of these competencies. (Digital, 2020)

Through evaluation a teacher can find out and make decisions from the results of the measurements taken. Learning evaluation is the process of determining the value of something based on criteria to obtain information or data from the level of student ability and understanding both in terms of cognitive, psychomotor, and affective will later be used to improve things that really need to be improved in the learning process. (Wibowo, 2023).

What greatly affects the quality of assessment and evaluation of learning processes and outcomes is the instrument that will be used. An instrument is a tool used to measure learning evaluation activities. (Magdalena, 2022a). Thus, test instruments have a major influence on whether or not the quality of assessment in the learning evaluation process is good. As explained that the test is a measuring instrument procedure used to find out or measure something in an atmosphere, in a manner and rules that have been determined. Tests can also be used to measure the amount of knowledge that individuals gain from a limited learning material at a certain level. (Magdalena, 2022c)

B. Research Methods

The research method used in this article is a qualitative method, the data is obtained through documentation of questions and grids that have been made by PAI mapel teachers at SDN Rowokangkung 01. The available data is then analyzed and described descriptively in accordance with the theory in accordance with the theme of the discussion and draw conclusions from the data that has been collected.

C. Results and Discussion

1. Qualitative Analysis Concept

Qualitative analysis or what is known as question quality review is carried out before the questions are tested on test participants. This analysis is carried out based on

professional judgment of material, test construction, and language experts. (Badan Penelitian dan Pengembangan Kemendikbud, 2012). To ensure that the questions are of high quality, this analysis is carried out using the rules of question writing in terms of material, construction, and language. In conducting qualitative analysis, the following aspects must be considered, including (Badan Penelitian dan Pengembangan Kemendikbud, 2012) :

- a. Material aspects
 - 1) Includes the suitability of question items with indicators
 - 2) Rubrics, questions, and/or scoring instructions are written correctly
 - 3) Materials that are appropriate to the purpose of measurement, whether it is to measure learning outcomes, measure selection, or measure confirmation or status
 - 4) The subject matter should be appropriate to the level of education and grade level
- b. Construction aspect
 - 1) Sentences that are phrased in the form of an interrogative sentence or a command that demands an answer
 - 2) There are clear instructions on how to work and solve the problem
 - 3) The rubric, including scoring instructions are clear and usable
 - 4) Meaningful, such as tables, graphs, diagrams, cases, or the like (should be clear about what they say or relate to the issue being asked)
 - 5) Components are independent of each other
- c. Language aspect
 - 1) Sentence formulation is related and communicative
 - 2) Sentences use good and correct language according to the language type

- 3) Sentence formulation does not cause misunderstanding or multiple interpretations.
- 4) Use common words or language (not localized language or newly absorbed language)
- 5) The question formulation must not include words that may offend examinees

2. Multiple Choice Test Characteristics

It takes a very good tool to measure a person's ability, especially to measure a student's ability. A test instrument is considered good if it meets several criteria: valid, reliable, practical, and objective. (Mindani, 2022)

a. Valid

Valid and validity are terms that are often used together, and both should be used correctly. Validity denotes the nature of something, while validity denotes an abstract object. Linguistically, valid comes from English and has evolved into Indonesian. Valid is often defined as valid and precise, and these two words are often used to describe the same meaning. A valid test must be both precise and valid. (Haryanto, 2020)

A good test must be valid. A test is said to be valid if it can precisely measure what it is intended to measure. If a teacher or assessor wants to evaluate a student's cognitive skills in terms of comprehension, he or she should create an instrument that consists of language and commands that instruct students to answer questions until they fully understand the material. A good question can be measured for validity in two ways: logically and empirically. (Arikunto, 2018) Logical analysis will be carried out through analysis with thought while empirical validity is carried out using statistical tests on a series of data obtained from the field after the test is tested.

b. Reliable

Like valid, it comes from English, absorbed into Indonesian as "reliable" which means trustworthy, or steady, or fixed. In use, there is often an error in the use of

the words reliable and reliability. Reliable is an adjective and is used to indicate the nature of something while reliability is a noun used to indicate an object.

A good test must be reliable, meaning it is trustworthy, fixed, or steady, and must show consistent results after being tested repeatedly. (Magdalena, 2022b) For example, if a group of students are given the same text repeatedly, their results will be in a fixed order or ranking.

c. Practical

A good test must be practical. Practice means easy to implement, easy to administer, and easy to examine. A test that is easy to implement is a test that has clear instructions for its implementation does not require a space that has excessive specificity, and can be supervised by anyone. A good test must also be easy to administer, such as easy to write and the master is made so that it is easy to reproduce and distribute. (Ismail, 2020) A good test is also easy to check, does not take too long, and can be helped by others to check.

d. Objective

A good test is an objective test, with the aim of providing an objective score based on participants' answers. If scoring can be done more objectively, the test will be more objective. (Putri et al., 2022). It is possible that this interference with objectivity comes from the teacher themselves or from the test. If teachers are not careful when evaluating students, they can get carried away with subjectivity. For example, teachers can be "stingy or generous", have an emotional relationship with the examinee, or influence the quality of student writing. The form of the test itself can interfere with objectivity. Descriptive tests are usually very open to unobjective scoring.

3. Qualitative Analysis Results

No	Aspects Reviewed	Item Numbers																			
		1	2	3	4	5	10	11	12	13	18	19	20	21	25	26	28	29	32	33	34
A.	Aspects of Material/Substance																				
1.	items match the indicators	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x

2.	the material asked is in accordance with competence (urgency, relevance, continuity, daily use)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.	homogeneous and logical answer choices	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.	only one answer key	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B.	Construction aspect																			
1.	subject matter is clearly formulated	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.	question items and answer choices are clearly formulated	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.	the subject matter does not give clues or lead to the correct answer	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.	question items do not contain double negative statements	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.	homogeneous answer choices	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6.	the length of the answer options is relatively the same	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7.	discourse descriptions, images, graphs or tables actually work	-	-	-	✓	-	-	✓	✓	-	-	-	✓	-	-	-	-	-	-	-
8.	only one correct answer	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9.	between items are independent of each other	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C.	Language aspect																			
1.	sentences in the question are communicative	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.	question sentences use good and correct language	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

3.	question sentences use common language (easy to understand)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.	question sentences do not lead to multiple interpretations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

After the author analyzed the Midterm Assessment Questions of Islamic Religious Education class V which amounted to 35 questions with 20 multiple choice questions, 15 other questions in the form of complementary questions and descriptions. The questions are presented per Basic Competency which consists of 4 Basic Competencies, namely KD 3.1 understanding the meaning of the Qur'an Surah at tiin, KD 3.2 let's recognize the asmaul husna, KD 3.4 understanding the books of Allah, KD 3.5 honest people are dear to Allah, seen from the material / substance aspects, construction aspects and language aspects found the following:

1) Aspects of Material/Substance

Only 10% of the questions are in accordance with the indicators, while 90% are not in accordance with the indicators, this is concluded based on the match between the questions and the indicators or question grids prepared by the teacher. The midterm assessment questions made consisted of 35 questions while the indicator questions prepared by the teacher consisted of 40 questions. This is what causes the mismatch between the questions and the indicators. As for the questions and answers, they have been formulated correctly, the material is in accordance with the measurement objectives and the level, type of school and grade level.

2) Construction Aspects

Of the twenty multiple-choice questions as a whole, the main question and answer choices have been clearly formulated, the main question does not lead to the correct answer choice, the answer choices are homogeneous and relatively the same length, the answer choices in the form of

numbers/time are sorted, the description of cases/discourse, pictures, tables or graphs function properly. There is only one question, namely number 28, where the question is a negative statement that should be underlined or italicized but is still written the same as the other sentences.

3) Language Aspect

After the author analyzes 20 multiple choice questions on the midterm assessment of Islamic religious education subjects, all questions have met the criteria for assessing language aspects, namely the formulation of communicative questions, sentences using good and correct language and not causing multiple interpretations, using common language / words and not containing words that can offend students.

D. Conclusion

So if it is concluded that overall from the three aspects of the assessment, namely the material/substance aspect, the construction aspect and the language aspect in the qualitative analysis of multiple choice questions, the midterm assessment questions in grade V Islamic religious education subjects have met the criteria of a good question, but it would be better if there were improvements in terms of the suitability of the question items with indicators or question grids. The results of this study are expected to contribute to improving the quality of Islamic education learning and become a reference material for the preparation and use of Islamic education language questions in the future.

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