



Student Learning Activity Assessment Instruments in Civics Learning for Fifth Grade Elementary School

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ARTICLE INFO

Article history:

Received April 09, 2022

Accepted July 01, 2022

Available online July 25, 2022

Kata Kunci:

Instrumen, Keaktifan Belajar, PPKn

Keywords:

Instruments, Learning Activities, PPKn



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ABSTRAK

Permasalahan yang terjadi saat ini yakni terletak pada kualitas penilaian yang berhubungan dengan mekanisme, prosedur ataupun instrumen penilaian yang digunakan oleh guru. Penilaian keaktifan belajar siswa yang dilakukan oleh guru hanya melalui pengamatan tanpa menggunakan instrumen penilaian yang tepat. Tujuan penelitian ini yaitu mengembangkan instrumen penilaian keaktifan belajar pada siswa mata pelajaran PPKn kelas V di SD. Penelitian ini tergolong kedalam jenis penelitian pengembangan, yang dikembangkan dengan menggunakan model RDR. Subjek yang terlibat dalam penelitian yaitu 2 ahli instrument. Metode yang digunakan untuk mengumpulkan data yaitu metode non tes dengan bentuk lembar validasi ahli dan kuesioner. Instrument yang digunakan dalam mengumpulkan data yaitu kuesioner. Data yang diperoleh dalam penelitian kemudian dianalisis dengan teknik analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa koefisien validitas isi instrumen penilaian keaktifan belajar siswa pada mata pelajaran PPKn sebesar 1,00 dengan kriteria validitas sangat tinggi. Hasil perhitungan, diperoleh koefisien reliabilitas instrumen penilaian keaktifan belajar siswa pada mata pelajaran PPKn sebesar 0,93 dengan kriteria reliabilitas sangat tinggi. Sehingga berdasarkan hasil tersebut dapat disimpulkan bahwa instrumen penilaian keaktifan belajar pada siswa mata pelajaran PPKn kelas V valid dan realibel sehingga layak digunakan dalam pembelajaran.

ABSTRACT

The problem today lies in the assessment quality related to the teacher's mechanism, procedure, or assessment instrument. The teacher assesses student learning activity only through observation without using the right assessment instrument. This study aimed to develop an instrument for assessing learning activity for students in the fifth-grade Civics Education subject in elementary school. This research belongs to the type of development research which was developed using the RDR model. The subjects involved in the study were two instrument experts. The method used to collect data is the non-test method in the form of expert validation sheets and questionnaires. The instrument used in collecting data is a questionnaire. The data obtained in the study were then analyzed using qualitative and quantitative descriptive analysis techniques. The results showed that the coefficient of content validity of the student learning activity assessment instrument in Civics subjects was 1.00 with very high validity criteria. The results of the calculation, the reliability coefficient of the instrument for assessing student learning activities in Civics subjects is 0.93 with very high-reliability criteria. So, based on these results, it can be concluded that the learning activity assessment instrument for students in Civics Class V subjects is valid and reliable, so it is suitable for use in learning.

1. INTRODUCTION

Learning is the delivery of information to students to achieve predetermined learning objectives. The learning objectives that have been achieved will later become the teacher's benchmark in managing learning in the classroom (Crisdiana, 2021; Sonnenschein et al., 2021). Learning must involve all students to play an active role in learning to change student behavior for the better. Active learning is very effective because it emphasizes student activities more than the teacher (Karre et al., 2019; Wiana et al., 2017). Learning can be said to be effective if the teacher creates a conducive environment and is directly involved and active in facilitating

students so that it will form positive behavior and in the end, the learning objectives can be achieved maximally (Rahmayani, 2019; Rusydiyah et al., 2021; Sari et al., 2017). Such learning must occur in all subjects, including Pancasila and Citizenship Education. Pancasila and Citizenship Education is a learning program that has a role in forming a society with the moral values of Pancasila and following national development goals. Such learning must occur in all subjects, including Pancasila and Citizenship Education. Pancasila and Citizenship Education is a learning program that has a role in forming a society with the moral values of Pancasila and following national development goals. (Astiwi et al., 2020; Wuryandani & Kurniawan, 2017). A good society will certainly make a country safe and advanced. Civics learning focuses on the formation of citizens who can understand and carry out their rights and obligations to become Indonesian citizens who are skilled, intelligent, and have a character following Pancasila and the 1945 Constitution (Dewantara & Sulistyari, 2020; Sriyanto et al., 2019).

Civics is a learning process that can direct students to be responsible so that they can play an active role in society per the provisions of Pancasila (Astawa et al., 2020; Silvia et al., 2019). Students with good character will be able to show an attitude of responsibility in every action taken and pay attention to the interests of others (Kurniawan & Saragih, 2016). It shows that Civics learning plays an important role in nation-building. Student activity is the most important element supporting the learning process in Civics (Aditya Dharma, 2019; Susetyo et al., 2018). Curriculum 2013 students can become more active in obtaining information, so student activity is needed. Student learning activity is the involvement of students in increasing their ability to be creative in developing self-potential, understanding, and developing social interaction in learning to provide opportunities for students in active learning so that they will achieve progress in learning (Khoeriyah & Mawardi, 2018; Prihandoko et al., 2017). Students' activeness in learning will give them the freedom to gain broader knowledge to achieve optimal results. It causes students' enthusiasm for learning always to strive (Omundi & Okendo, 2018; Wong et al., 2016). Student activities in learning need to be considered so that learning activities will achieve maximum goals (Komalasari & Saripudin, 2018; Silvia et al., 2019). An assessment is needed to measure each aspect to determine the learning effectiveness level.

It is just that what is happening now is a problem with the quality of the assessment related to the mechanism, procedure or assessment instrument used by the teacher (Safitri & Harjono, 2021; Srirahayu & Arty, 2018). The fact shows that many teachers still have not been able to create appropriate assessment instruments for learning activities, so measurement activities become less valid (Adiyanta, 2019; Astiwi et al., 2020). The results of interviews with fifth-grade teachers of SD Negeri 1 Puhu also found problems in implementing Civics learning. First, the lack of active students in learning activities makes learning activities less than optimal. Second, the teacher assesses student learning activity only through observation without using the right assessment instrument. Third, the student learning activity assessment instrument has not been tested for validity and reliability, so the instrument's feasibility is still in doubt. In addition, in ongoing Civics learning activities, the teacher seems to play an active role in learning, so student activity is still not optimally developed. The use of improvised and inappropriate assessment instruments will lead to subjective elements that will damage the quality of the assessment. The assessment activities or instruments must have good quality following the assessed aspects to provide appropriate results.

The solution to this problem is to develop an appropriate learning activity instrument for students in assessing learning that should be measured, namely the cognitive, affective, and psychomotor aspects (Mudanta et al., 2020; Purnami et al., 2021). However, because of the research problem, namely the lack of affective assessment instruments in the form of students' active attitudes. This is because the teacher's Civics learning process only uses manual notes to determine student activity in learning. The problems often faced are related to impractical and reliable assessments. The teacher influences the quality of the assessment in making the right decision related to the results obtained after conducting the assessment (Gurel et al., 2015; Srirahayu & Arty, 2018; Zulfiani et al., 2020). The development of this assessment instrument must meet the criteria to be good and feasible to use. Validity and reliability are criteria that must be possessed by all assessment instruments in learning (Irwanto et al., 2017; Zulfiani et al., 2020). Validity is related to the accuracy of the measuring instrument for the assessment, and reliability is related to the consistency of the measuring instrument in obtaining the assessment results (Maier et al., 2016; Praslova, 2010). These validity and reliability criteria will later provide an overview of the feasibility of the assessment instrument to be used in learning. Success in learning will be achieved if students can be physically and psychologically involved in learning (Kuntarto et al., 2019). Therefore, an assessment of student learning activities with instruments that can be carried out needs to be done.

Previous research findings stated that the instrument was valid and worthy of student use (Kuntarto et al., 2019; Sumarni et al., 2018). Another finding states that the instrument must be reliable so that later it will be able to objectively measure students' skills or knowledge (Fardhila & Istiyono, 2019; Segers et al., 2018). Based on some of these studies, it can be said that a valid instrument can be used to measure student learning outcomes. It's just that in previous research, there has been no study on the development of learning activity assessment instruments for fifth-grade Civics students at SD Negeri 1 Puhu, so this research is focused on this study to develop an instrument for assessing learning activity in fifth-grade Civics subject at SD Negeri 1 Puhu and objective to students. Using aspects of student learning activity assessment instruments will achieve student

success in learning Civics. Through this assessment instrument, it is hoped that teachers can implement assessment activities optimally.

2. METHOD

This research belongs to the type of research and development using the RDR model, which includes preliminary studies, development, and product effectiveness testing (Sopacua et al., 2020). The research subjects are two instrument experts. The method used to collect data is the non-test method in the form of expert validation sheets and questionnaires. The questionnaire method in this study was used to obtain the results of the content validity test on the learning activity instrument. The instrument used in collecting data is a questionnaire. The instrument grid is presented in Table 1.

Table 1. Instruments of Student Learning Activities

| No | Aspect | Indicator | Number of Items | | Total Item |
|----|---|---|-----------------|-------------|------------|
| | | | Positive | Negative | |
| 1 | Participate in carrying out their learning tasks | Listening to the teacher's direction in learning | 1, 2 | 3 | 3 |
| | | Doing assignments from the teacher | 4 | 5, 6 | 3 |
| 2 | Engage in problem-solving | Actively involved in problem-solving | 7, 8 | 9 | 3 |
| | | Express opinions on problem-solving | 10 | 11 | 2 |
| 3 | Ask other students or teachers if they do not understand the problem they are facing. | Explaining material that has not been understood | 12, 13 | 14 | 3 |
| | | Ask clearly and follow the material discussed | 15 | 16 | 2 |
| 4 | Trying to find various information needed for problem-solving | Utilize other sources of information to solve problems | 17 | 18 | 2 |
| | | Read the material related to problem-solving carefully | 19 | 20 | 2 |
| 5 | Carry out group discussions according to the teacher's instructions | Working together in groups | 21, 22 | 23 | 3 |
| | | Give a chance to friends | 24 | 25 | 2 |
| 6 | Assessing his ability and the results obtained. | Knowing the answer when the teacher gives a question | 26 | 27, 28 | 3 |
| | | Correcting problems that have been done | 29 | 30 | 2 |
| 7 | Use and apply what is obtained in completing the task or problem it faces | Solve problems neatly and carefully | 31, 32 | 33 | 3 |
| | | Knowing the appropriate subject matter to complete the assignments and questions given by the teacher | 34 | 3.1.1.1.1.1 | 1 |

The data analysis techniques are descriptive, qualitative, and quantitative. Testing the validity of the assessment instrument is carried out through a content validity test (expert/expert test). To test the validity of the contents of this instrument, the researcher used the expert judgment of two people who were considered to have mastered the research variables. After the two experts validated the statement items, they were analyzed by entering the expert test scores into the cross-tabulation table. Analysis of instrument reliability coefficients was calculated using the Kuder Richardson 20 (KR20) formula.

3. RESULT AND DISCUSSION

Result

This research is development research that develops a test product to produce a product of the Student Learning Activity Assessment Instrument in Civics Learning for the fifth grade of elementary school with the RDR model. The results of each development process are as follows: the first development stage is the preliminary study stage, which analyses student learning needs, student characteristics, and the curriculum used. The needs analysis results show that students are less active in learning activities, so learning activities are less than optimal. Second, the teacher assesses student learning activity only through observation without using the right assessment instrument. Third, the student learning activity assessment instrument used has not been tested for validity and reliability, so the instrument's feasibility is still in doubt. In addition, in the ongoing Civics learning activities, the teacher seems to play an active role in learning so that student activity in learning is still not optimally developed. Analysis of the characteristics of students was carried out by conducting a literature study

and interviews with several fifth-grade students of SD Negeri 1 Puhu. Generally, elementary school students can only understand simple words or sentences. The results of the curriculum analysis are the instruments designed to be adapted to assess student learning activities in the 2013 Curriculum, which consists of several indicators.

The second stage is the product development stage, which is carried out by setting and designing an assessment instrument for student learning activities which includes the preparation of an assessment grid and a non-test assessment in the form of a questionnaire. This instrument grid is designed using seven aspects of student learning activity. These aspects were developed as a whole into 14 assessment indicators. A non-test assessment is prepared as a questionnaire that students will answer. This questionnaire sheet is designed based on a grid of 35 statements. The types of statements used include positive statements and negative statements. Student answer choices use a Likert scale: always, often, sometimes, rarely, and never. The developed questionnaire sheets are presented in [Table 2](#).

Table 2. Developed Questionnaire Sheets

| NO | ASPECT / STATEMENT | SCORING SCALE | | | | |
|----|--|---------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | I listen to the teacher's explanation well. | | | | | |
| 2 | I participate in class discussions. | | | | | |
| 3 | I'm just silent when studying in class. | | | | | |
| 4 | I do the assignments given by the teacher. | | | | | |
| 5 | Every time I have an assignment, I always do it according to the teacher's instructions. | | | | | |
| 6 | Not making assignments is something I often do | | | | | |
| 7 | I actively participate in finding solutions to problems given by the teacher. | | | | | |
| 8 | I open many books to be able to solve the problems the teacher gives | | | | | |
| 9 | I'm just watching my group mates looking for a solution to a problem the teacher gives | | | | | |
| 10 | I participate in providing opinions for problem-solving | | | | | |
| 11 | I prefer to be silent than to argue when there are problem-solving activities. | | | | | |
| 12 | I often ask questions to increase my knowledge. | | | | | |
| 13 | Asking questions when I'm confused is what I always do. | | | | | |
| 14 | I just keep quiet when asked to ask. | | | | | |
| 15 | I often ask in class if there is something I don't understand | | | | | |
| 16 | I'm silent even though I don't understand | | | | | |
| 17 | I often ask parents to solve problems that the teacher gives. | | | | | |
| 18 | I'm lazy to ask other people if I can't solve the problem. | | | | | |
| 19 | I read the study material in the book carefully to solve the problem. | | | | | |
| 20 | I never read the material in the book to solve problems. | | | | | |
| 21 | I cooperate well in group discussion activities. | | | | | |
| 22 | Collaborating is my favorite thing when studying in groups. | | | | | |
| 23 | I keep quiet when working in groups. | | | | | |
| 24 | I actively participate in discussion activities. | | | | | |
| 25 | I let my friends work alone when studying in groups. | | | | | |
| 26 | I often give self-assessment to complete the task. | | | | | |
| 27 | I never judge my ability. | | | | | |
| 28 | I've never done a self-assessment. | | | | | |
| 29 | I judge my work according to reality. | | | | | |
| 30 | I never correct my work. | | | | | |
| 31 | The learning material that I have understood I used to complete the task | | | | | |
| 32 | When working, I always use material that I understand. | | | | | |
| 33 | I do assignments without using the knowledge I have | | | | | |
| 34 | Able to know the appropriate subject matter to complete the tasks and questions given by the teacher | | | | | |
| 35 | I do not know the appropriate subject matter to complete the assignments and questions the teacher gave. | | | | | |

The third stage is the testing phase of the product effectiveness assessment instrument. The research stage (testing the product's effectiveness) is the final stage after designing an assessment instrument for student learning activities in Civics subjects. The effectiveness test is carried out by expert testing and product testing. However, the trial in this study was not carried out due to conditions and time that did not allow it. An expert test involves two experts to assess the instrument's feasibility. Two experts tested the results of the instrument's validity. Based on the calculations, the coefficient of content validity of the assessment instrument for student

learning activity in Civics subjects was 1.00, with very high validity criteria. The test of this assessment instrument was analyzed using the Microsoft Excel 2013 application. Based on the calculation results, the reliability coefficient of the assessment instrument for student learning activity in Civics subjects was 0.93, with very high-reliability criteria. So it can be concluded that the learning activity assessment instrument for fifth-grade Civics subjects is valid and reliable to be suitable for use in learning.

Discussion

The learning activity assessment instrument for students of Civics Class V subjects is valid and reliable, so it is suitable for learning due to the following. First, the learning activity assessment instrument for Civics subject students is feasible because it makes it easier for teachers to assess. In learning Civics, student activity is the most important element to support the learning process (Aditya Dharma, 2019; Susetyo et al., 2018). Curriculum 2013, students can become more active in obtaining information so that student activity is needed (Mitra & Purnawarman, 2019; Wulandari, 2020). The instrument developed is one of the tools teachers use to obtain information about the effectiveness of student learning after participating in learning activities. In addition, the teacher can also assess student activities while the learning process is ongoing (Khaerunnisa & Pamungkas, 2018; Srirahayu & Arty, 2018). Instruments can facilitate collecting student learning outcomes (Darmawan et al., 2020; Hamidah & Wulandari, 2021). Assessment can also be interpreted as an effort to interpret the measurement results into meaningful information for students (Khaerunnisa & Pamungkas, 2018; Lestari et al., 2020). This study's results are relevant to previous research that states that relevant instruments can assist teachers in assessing students. The usefulness of this research instrument can measure all aspects of student activity in learning Civics so that the teacher can know the students' level of success in learning. Student activity in Civics learning is very necessary because this activity is related to student involvement in aspects of thoughts, attitudes, and actions.

Second, the learning activity assessment instrument for Civics subject students is feasible because it is valid and reliable. The characteristics of a good instrument are instruments that have met the requirements such as validity and high reliability (Purnomo & Wilujeng, 2016; Solihah et al., 2020). It follows the findings of previous studies, which also state that a good instrument is an instrument that meets the eligibility requirements (Hulukati & Rahmi, 2020; Kuntoro & Wardani, 2020). The instrument for assessing student learning activity in Civics learning is an instrument that can measure student activity in learning that is fair and valid. In addition, this instrument has also met the reliability requirements that can be used to determine the stability of the instrument (Candra et al., 2018; Novitasari & Wardani, 2020). The importance of student learning activity in Civics learning is because it can develop students' moral values based on Pancasila and the nation's culture that can be used in everyday life. (Farisia, 2016; Kurniawan & Wuryandani, 2017). In addition, this assessment instrument is valid because it was developed based on the results of a needs analysis so that it can be a solution to overcome education quality problems, especially in using appropriate assessment instruments to measure student learning activity. Students' activeness in learning will give them the freedom to gain broader knowledge to achieve optimal results (Rahayu et al., 2019; Setyowati & Masrukan, 2016). It causes students' enthusiasm for learning always to strive (Omundi & Okendo, 2018; Wong et al., 2016).

The results obtained in the study are in line with the results of previous studies, which also revealed that student activities in learning need to be considered to achieve maximum goals (Komalasari & Saripudin, 2018; Silvia et al., 2019). Other findings state that validity and reliability are criteria that must be possessed by all assessment instruments in learning (Irwanto et al., 2017; Zulfiani et al., 2020). The findings of previous studies also state that a valid instrument is appropriate for students to use (Kuntarto et al., 2019; Sumarni et al., 2018). So based on these results, it can be said that the student activity assessment instrument is very important in learning. This research implies that the existence of an instrument for assessing the activeness of students learning Civics can be used reliably and adequately by teachers in the learning process. This assessment instrument will also guide teachers in developing valid and reliable instruments per the principles of assessment.

4. CONCLUSION

The results of the instrument validity test and instrument reliability test obtained very high criteria. So, based on these results, it can be concluded that the learning activity assessment instrument for fifth-grade Civics students is suitable for learning. The developed instrument can assess the learning activity of Civics in students.

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