Content Validity Analysis of Arabic School Examination at SMP IT Permata Hati Banjarnegara

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Abstract

Questions are one of the instruments to measure the success of learning. Questions as an evaluation tool must meet the characteristics of a good question, which must be valid. One way to find out whether the questions are valid or not is by analyzing the content validity of the questions. So far, at SMP IT Permata Hati Banjarnegara in making Middle Semester Assessment (PTS) questions, Final Semester Assessment (PAS) or School Examinations (US), especially Arabic subjects have never analyzed the validity of the content of the questions related to the suitability of the questions with the existing syllabus in the curriculum 2013. This study aims to determine the validity of the content of the Arabic language school exam questions at SMP IT Peramata Hati Banjarnegara in the 2020/2021 academic year. This study used descriptive qualitative method. Based on the results of the rational analysis of content validity, it can be concluded that the content validity of the school exam questions made by the Arabic language teacher has been fulfilled. School Exam Questions consist of 9 basic competencies (KD) with a description of 3 KD from class VII, 3 KD from class VIII and 3 KD from class IX. The number of questions consists of 40 multiple choice questions and 5 essays. The composition of the questions consists of 12 questions (27%) from class VII, 14 questions (31%) from class VIII and 19 questions (42%) from class IX.

Keywords: *questions, school examinations, validity of the contents*

Introduction

In general, Evaluation is defined as a process of considering something or symptoms by using certain qualitative criteria, such as good-bad, strong-weak, adequate-inadequate, high-low, and so on (Ainin, 2006:2). To determine the achievement of learning objectives, it is necessary to conduct periodic and continuous evaluations. Evaluation in education has an important role and even contains a great meaning for the improvement and improvement of the quality of education and learning. (Rahmi Nur Fauziah, Syihabudin and Sopian, 2020).

There are several types of learning evaluations given to junior high school students and the equivalent including SMP IT Permata Hati Banjarnegara students, including daily tests (UH), mid-semester assessments (PTS), end-of-semester assessments (PAS) and school exams (US).

The success of the evaluation carried out cannot be separated from the evaluation tool used. One of the evaluation tools used is a test. The word test comes from the Latin testum, which means a tool for measuring soil. So that the test can be defined as a number of questions that require answers or a number of statements that must be responded to in order to measure a person's level of ability or reveal certain aspects of the person being tested. (Iskandar and Rizal, 2018). The test is defined as a method to measure a person's ability, knowledge and appearance (Brown, 2004). Meanwhile, according to Sudjana (2013), tests as an evaluation or assessment tool are questions given to students to get answers from students in oral form (oral tests), in written form (written tests), or the form of actions (action test).

Tests are generally used to improve learning. The test is made so that the teacher can obtain information about the success or failure of students in mastering the objectives that have been implemented in the curriculum. The test is one of the teacher's tasks that must be carried out in every teaching and learning activity. (Novia et al., 2020).

By giving tests, teachers can get information related to students' abilities and the success of the techniques used by the teacher concerned in learning. The test is also one way to measure a person's competence after learning something. In addition, based on the test results, the teacher can evaluate the effectiveness of the syllabus and also the methods applied.

Tests that aim to measure students' understanding of the material that has been taught must meet the characteristics of a good test, including validity, reliability and practicality. (Harris, 1969). Meanwhile, according to Arikunto (2013), a test can be said to be good as a measuring tool if it meets the test requirements, namely having validity, reliability, objectivity, practicality and economy.

Validity as the first character of a good test is defined as the extent to which the test measures what it is supposed to measure. (Gronlund in Brown, 2004). For example, a valid Arabic test is certainly a test that measures Arabic language proficiency and nothing else. The same thing was conveyed by Azwar (2012) who said that validity comes from the word validity which means the extent to which the accuracy of a test or scale in carrying out a measurement function. Traditionally, the type of validity can be classified into 3, namely: content validity, construct validity, and criterion-related validity (Azwar, 2012).

Given the urgency of the validity of a good test (question) as an evaluation tool, many studies related to the analysis of items, especially those related to content validity, have been carried out by previous researchers in various fields of science. Abdul Mutholib, et al (2013) conducted a study related to the Analysis of Arabic Language Questions for the National Standard Madrasah Final Examination (UAMBN) for Madrasah Ibtidaiyah (MI) Students for the 2013 Academic Year. The results showed: (1) the content validity of the 2013 UAMBN MI Arabic language questions was very high. This is indicated by the 100% level of conformity of all the items with the specified grid. The validity of this content can be known, after the researcher compares the content domain of each item comprehensively with the content domain of the MI Arabic lattice which is used as the basis for its preparation (2) The 2013 UAMBN MI Arabic questions have a high level of reliability or constancy, with a test reliability score of 0.73 (in the interval 0.60-0.80). With this high-reliability criterion, it can also be stated that the use of the Arabic language questions in the 2013 UAMBN can be trusted.

Siti Fathimah Al Fathiyah (2019) conducted research related to the Analysis of Arabic Language Lesson Questions at MA Roudlotul Ulum Pagak Malang. The results showed: (1) The results of the validity test found that from the question numbers 1-15, only 3 items were included in the valid item category (2.85%) and 12 items were included in the invalid item category (97.15%). (2) The results of the reliability test showed that the level of reliability of the multiple-choice test was 0.54, indicating the medium category. (3) The results of the analysis of the level of difficulty are known that between questions no. 1 to 15, eight items that are included in the "Easy" question category, three items are included in the "Medium" question category, and 4 items are included in the "Difficult" question category. (4) The results of the discriminatory test showed that there were three items that were included in the good category, three items were included in the medium category, and the rest were in the category of questions that could not distinguish between students from the upper group and the lower group. Even the power level difference is 0 (zero) so there is no discrimination. The implication is that the item is revised or not used. (5) The quality of the distractor questions have been found, there are still many distracting questions that need to be revised.

Although there have been several studies on the validity of the contents of the test items, it seems that to the knowledge of the authors, this research has never been conducted in Junior High Schools, especially in Permata Hati Integrated Islamic Junior High School Banjarnegara. In connection with this, the author is interested in researching the validity of the content analysis of the 2020/2021 school exam questions. In this study, the author focuses on analyzing the content validity of Arabic subjects which have been considered difficult subjects by most students.

Some experts define content validity differently. According to Sudijono (2006), content validity is validity in terms of content as a measuring tool for learning outcomes. Content validity is often called curriculum validity, which means that a measuring instrument can be said to be valid if it under the curriculum content to be measured (Surapranata, 2005). The same thing was conveyed by Azwar (2012) who said that content validity is validity that is estimated through testing the feasibility or relevance of the test content through rational analysis by a competent panel or expert judgment. Thoha (2003) in Khairiyyah, et al (2012) explains that the way to examine content validity is by using a rational approach, which is to compare the questions with the questions or the curriculum that has been taught. The final result of content validity is an assessment of the feasibility of the test content. (Ihsan, 2015)

The questions to be studied are the School Examination (US) questions which will be held on April 29, 2021. The School Examination (US) questions are made by the Arabic language teacher at the school. In researching the results of the test, the researcher wanted to know how the quality of the questions made by the Arabic language teacher at SMP IT Permata Hati Banjarnegara was. In addition, the teacher can also find out the students' ability to master the Arabic language material through the questions that have been made. Traditionally, the type of validity can be classified into 3, namely: content validity, construct validity and criterion-related validity (Azwar, 2012).

This study aims to describe the validity of the contents of the School Examination (US) questions for Arabic subjects at SMP IT Permata Hati Banjarnegara in the 2020/2021 school year.

Method

This study uses a qualitative descriptive approach because this research does not use data in the form of numbers and will describe the validity of the content of the Arabic Language School Examination (US) questions at SMP IT Permata Hati Banjarnegara for the 2020/2021 academic year. As explained by Maloeng (2005), a descriptive qualitative approach is a research approach in which the data collected are in the form of words, pictures and not numbers.

The data source in this study is a set of School Exam (US) questions for Arabic subjects at SMP IT Permata Hati Banjarengara for the 2020/2021 academic year with a total of 45 questions consisting of 40 multiple choice questions and 5 essay questions.

As it is known that validity can be classified into three, namely: content validity, criterion validity, and construct validity. The validity that was examined regarding the School Examination (US) for Arabic subjects at SMP IT Permata Hati Banjarnegara in 2021 was content validity. The procedure taken to determine the validity of the contents of the School Examination (US) Arabic language subject at SMP IT Permata Hati Banajarnegara in 2021 is to compare the domain of the content of the question comprehensively with the domain of the content of the test grid which is used as the basis for its preparation. The level of conformity of all items (in one test) with the grid or with the material to be tested indicates the level of content validity.

Furthermore, content validity testing is done by answering the following two questions. (1) Did the whole test fit into the grid? (2) Are there items that deviate (inappropriate), or require answers outside the subject matter in question?

Results and Discussion

Content Validity of School Exam Questions (US) Arabic Language Subject SMP IT Permata Hati Banjarnegara Academic Year 2020/2021

Determination of the validity of the content of the School Examination (US) questions for Arabic subjects at SMP IT Peramata Hati Banjarnegara is carried out in two steps, namely 1) adjusting the question grid with the curriculum (competence standards and basic competencies) and 2) adjusting the test items with the curriculum. curriculum (competency standards and basic competencies).

In this case, the writer compares the questions with the syllabus. The following are the results of the analysis that has been carried out:

Table 1.
Content Validity of Arabic Subject School Exams
SMP IT Permata Hati Banjarnegara
Academic Year 2020/2021

	Competence Base (KD)	Subject matter	Class/ Semester	Question Number
3.2	Expressing written information in simple sentences under the context that reflects polite language skills including greetings, pronouns, singular, pointing words, and prepositions.	التحية والتعارف	VII/I	1, 2, 3, 4, 5
5.2	Finding general and or detailed information from various forms of simple oral discourse which includes greeting words, singular pronouns, words that include *mubtada* 'and *khabar*	اسرتي	VII/I	6, 7, 8, 9, 10
4.1	Delivering information orally with the right pronunciation in simple sentences according to a context that reflects simple polite language skills about كيف نصلى by using structured sentences of *fi'il madhi, lam nafiy,* and *la nahiyah*	كيف نصلى	VII/II	11, 12

4.3	Find general and or detailed information from a simple discourse about النشاطات المدرسة	في نشاطات المدرسة	VIII/I	13, 14, 15, 19, 20, 23, 24
4.4	Find general and or detailed information from simple discourses about العمل	العمل	VIII/I	16, 17, 18, 42
4.5	Find general and or detailed information from a simple discourse about نتعلم الحساب	نتعلم الحساب	VIII/I	21, 22, 45
1.7	Find general and/or detailed information from simple discourses about العطلة by using words offering help, providing information, words indicating direction, with sentence structures *lam nafiy, istifham*, numbers from 3-9 in terms of *mu'anats* and *mudzakar*.	العطلة	IX/I	25, 26, 27, 33, 35, 41
1.1	Find general and or detailed information from various forms of simple oral discourse about العطلة by using words that describe holidays.	العطلة	IX/I	28, 29, 30, 31, 32, 34, 38, 39, 40, 43, 44
3.3	Find general and or detailed information from various forms of simple oral discourse about الصحة	الصحة	IX/I	36, 37

From the table above, it can be explained that in general the school exam questions (US) for Arabic subjects at SMP IT Permata Hati Banjarnegara are under the basic competencies (KD) in the 2013 curriculum syllabus. KD) grades VII, VIII, and IX. The word according to what is meant is that the questions or questions given have shown measurements of the competence of students in the basic competencies (KD).

The results of adjusting the question grid with the curriculum (competency standards and basic competencies) there are as many as three basic competencies for class VII which are referred to as material for developing questions, namely 3.2 Expressing information in writing in simple sentences according to the context that reflects polite language skills including words greetings, pronouns, singular, pronouns, and prepositions; 5.2 Finding general and/or detailed information from various forms of simple oral discourse which

includes greeting words, singular pronouns, words that include *mubtada'* and *khabar*, and 4.1 Delivering information orally with the right pronunciation in simple sentences according to the context that reflects the appropriate language skills simple manners about كيف نصلي by using structured sentences of *fi'il madhi, lam nafiy*, and *la nahiyah*.

A total of 3 basic competencies are referred to from class VIII, namely 4.3 Finding general and or detailed information from simple discourses about النشاطات المدرسة ; ٤,٤ Finding general and/or detailed information from simple discourses about العمل ; and 4.5 Finding general and/or detailed information from simple discourses about نتعلم الحساب Furthermore, 3 basic competencies are referred to from class IX, namely 1.7 Finding general and or detailed information from simple discourses about السفر by using words offering help, providing information, words that show direction, with sentence structures lam *nafiy, istifham,* numbers from 3-9 in terms of *mu'anats* and *mudzakar*. 1.1 Find general and or detailed information from various forms of simple oral discourse about العطلة by using words that describe holidays and 3.3 find general and or detailed information from various forms of simple oral discourse about الصحة

The results of adjusting the test items with the curriculum (competency standards and basic competencies) contained 12 questions that were referred to from the basic competencies of class VII. Five questions (numbers 1, 2, 3, 4, and 5) are taken from basic competencies 3.2 Expressing written information in simple sentences according to the context that reflects polite language skills including greeting words, pronouns, singulars, adjectives, and pronouns front. Five questions (numbers 6, 7, 8, 9 and 10) are taken from basic competencies 5.2 Finding general and/or detailed information from various forms of simple oral discourse which includes greeting words, single pronouns, words including *mubtada'* and *khabar*. Two questions (numbers 11 and 12) are taken from basic competencies 4.1 Deliver information orally with the right pronunciation in simple sentences according to the context that reflects simple polite language skills about كيف نصلى by using structured sentences *fi'il madhi, lam nafiy*, and *la nahiyah*.

A total of 14 questions were taken from the basic competencies of class VIII. Seven questions (numbers 13, 14, 15, 19, 20, 23 and 24) were taken from basic competence 4.3 to find general and/or detailed information from simple discourses about النشاطات في المدرسة. Four questions (numbers 16, 17, 18 and 42) were taken from basic competence 4.4 to find general and/or detailed information from simple discourses about العمل. Three questions (numbers 21, 22 and 45) are taken from basic competence 4.5 Finding general and/or detailed information from simple discourses about نتعلم الحساب.

A total of 19 questions were taken from the basic competencies of class IX. Six questions (numbers 25, 26, 27, 33, 35 and 41) are taken from basic competencies 1.7 Find general and/or detailed information from simple discourses about السفر by using words offering help, providing information, words that show directions, with long sentence structures *nafiy, istifham,* numbers from 3-9 in terms of *mu'anats* and *mudzakar*. Eleven questions (numbers 28, 29, 30, 31, 32, 34, 38, 39, 40, 43 and 44) were taken from basic competencies 1.1 Find general and or detailed information from various forms of simple oral discourse about العطلة by using words that explain about holidays. Two questions (numbers 36 and 37) are taken from competency 3.3. Finding general and/or detailed information from various forms of simple oral discourse about الصحة.

Based on the findings above, it can be concluded that all (100%) of the School Examination (US) items for Arabic subjects at SMP IT Permata Hati Banjarnegara in 2020/2021 are valid in terms of content.

The Arabic language school exam questions at SMP IT Permata Hati Banjarnegara for the 2020/2021 school year are 40 multiple choice questions and 5 essays. The composition of the questions is 27% from class VIII 31%, and 42% from class IX lessons. The results of this kind of analysis have been described in the research results section that as many as 12 questions were taken from class VII learning, 14 questions from class VII learning, and 19 questions taken from class IX learning. So, it can be concluded that the composition of the questions determined is the same as the number of questions that come out on the school exam questions.

To find out the comparison of the coverage of the existing material on the standard of competence and basic competence with the coverage of the material tested on the school exam, then the standard of competence and basic competence of Arabic was analyzed. This is done to see the subject matter studied from class VII to class IX. After knowing the material, it is then adjusted to the material issued on the analyzed final school exam questions. The researcher admits that in this analysis, the material which is considered to be the same or close together is unified even though they have different competencies. This is not done to equate every competency standard. The reason for the unification of the material is to look at the outline of the subject matter. This is done to facilitate the adjustment between the material in the exam questions analyzed and the material on the standard of competence and basic competence.

The results of the analysis of competency standards and basic Arabic competencies for SMP/MTs obtained 16 materials that students must learn (already taught by the teacher). The 16 materials are (١) الطّعام الشّراب, (٥) الحية اليومية, (٤) السّكن, (٣) الاسرة, (٢) الناحية التعارف, (٦) الصّلاة, (٧) الدّراسة, (٨) العمل, (٩) التّسوّق, (١٠) الجوّ, (١١) النّاس الأماكن, (١٢) الهوايات, (١٣) السّفر, (١٤) الحج العمرة, (١٥) الصّحة, (١٦) العطلة.

The school exam questions analyzed only contained 9 materials. The 9 materials are (١) ال (٩) العطلة, (٨) السفر, (٧) الدّراسة, (٦) العمل, (٥) الدراسة, (٤) الصّلاة, (٣) الاسرة, (٢) التحية التعارف. So, if it is calculated between the amount of material studied and the material being tested, 7 materials are obtained that are not tested. The 7 materials are (١) الطّعام, (٣) السّكن, (٢) الحية, (٤) الشّراب, (٥) التّسوّق, (٦) النّاس الأماكن, (٧) الهوايات, الحج العمرة.

The results of the analysis above prove that all of these school exam questions are valid in terms of content but in terms of the proportion of the questions they do not completely test what should be tested. In addition, the results of this analysis also provide the assumption that the question maker is pegged on the number of question compositions set by the school. That is, the question maker is pegged on the number of questions set by the school, regardless of the composition of the material. So that more than half of the subject matter is not tested on the exam.

Conclusion

Based on the results and discussion above, it can be concluded that the validity of the contents of the School Examination (US) questions for Arabic subjects at SMP IT Permata Hati Banjarngeara for the 2020/2021 school year has been fulfilled. This is under what was conveyed by Surapranata (2005) in Khoiryyah, et al (2012) who said that the way to obtain content validity was to align the curriculum with the questions to be measured. If all the questions are under the curriculum or measuring tools used, then the questions can be concluded to have high content validity. However, somethings still need improvement, especially related to question writing and suitability.

School Examination Questions (US) for Arabic subjects at SMP IT Permata Hati Banjarnegara consist of 45 questions, with details of 40 multiple choice questions and 5 essay questions. The composition of 12 questions or 27% is taken from class VII subject matter,

14 questions or 31% is taken from class VIII subject matter and 19 questions or 42% is taken from class IX subject matter.

The Arabic language subject at SMP IT Permata Hati Banjarnegara has 16 materials that students must learn (already taught by the teacher). The 16 materials are (1) التاحية التعارف, (٢) الاسرة, (٣) السّكن, (٤) الحية اليومية, (٥) الطّعام الشّراب, (٦) الصّلاة, (٧) الدّراسة, (٨) العمل, (٩) التّسوّق, (١٠) الجوّ, (١١) النّاس الأماكن, (١٢) الهوايات, (١٣) السّفر, (١٤) الحج العمرة, (١٥) الصّحة, العطلة (١٦).

School Exam Questions (US) subjects The Arabic language at SMP IT Permata Hati Banjarnegara which was analyzed only contained 9 materials. The 9 materials are (1) التحية التعارف, (٢) الاسرة, (٣) الصّلاة, (٤) الدراسة, (٥) العمل, (٦) الدّراسة, (٧) السفر, (٨) العطلة, (٩) ال So, if it is calculated between the amount of material studied and the material being tested, 7 materials are obtained that are not tested. The 7 materials are (1) الطّعام, (٢) السّكن, (٣) الحية, الشّراب, (٤) التّسوّق, (٥) النّاس الأماكن, (٦) الهوايات, (٧) الحج العمرة.

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