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ANALYSIS OF SUMMATIVE TEST AT FIRST GRADE OF SDIT RAUDHATUL JANNAH CILEGON

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ABSTRACT

This study aims to find out how the quality of the validity and reliability of the summative test questions in English class 1 at SDIT Raudhatul Jannah. The type of research used in this research is quantitative research because the data generated is in the form of numbers. The population used in this study were 30 students at SDIT Raudhatul Jannah. The sample used was 10 summative test questions. The data collection technique used was a documentation technique by photocopying the student grade data at SDIT Raudhatul Jannah. The data analysis technique used in this study was to use the SPSS version 26 program. Based on the results of the validity and reliability tests on this research instrument, namely summative test questions in English class 1 SDIT Raudhatul Jannah, it was found that the summative questions were prepared by the eye teacher. The lesson is valid with value and reliable or consistent to be used as a measuring tool in measuring student learning outcomes for a certain period. 6 out of 10 valid questions are measured using a significance number of 0.01 and have a reliability value of 0.644. This value exceeds the minimum limit of measurements using Cronbach Alpha if you want to be declared reliable, which is equal to 0.60. So, it can be concluded that the summative questions made by the English subject teacher at SDIT Raudhatul Jannah are valid and appropriate to use.

Keywords: *Summative Test Analysis, English, SDIT Raudhatul Jannah.*

INTRODUCTION

In the world of education there is a way to determine how successful the learning process is. One way is to carry out a learning evaluation. Evaluation is one of the components in the learning system that must be carried out in a systematic and planned manner as a tool to measure success or targets to be achieved, especially in the learning process. The process of a learning activity will look dull without being accompanied by a qualified and measurable evaluation. Evaluation is basically the basis for decisions, formulating policies, and subsequent programs, decisions whether to continue,

improve or stop. Nalarastu (2013) explains that evaluation is an important step to determine the success of the teaching-learning process. Another opinion was expressed by Suardipa and Kadek (2020) in the opinion that learning evaluation is a systematic process to obtain information about the effectiveness of learning activities in helping students achieve optimally set goals. This is in line with the opinion expressed by Akhmad (2017) stating that learning evaluation is an attempt to improve a teaching and learning process. Evaluation in learning besides being useful for teachers is of course also useful for students so that it can encourage them to

study more actively continuously (Idrus, 2019).

One type of evaluation that is most often used by teachers to measure the level of achievement of the learning process that has been implemented is by using a test. This is in line with the opinion expressed by Ina, et al (2021) explaining that a test is a method (which can be used) or a procedure (which needs to be taken) in the framework of measurement and assessment in the education sector. According to Akhmad (2017) test techniques can be divided into several types or groups, depending on which aspect or for what reason the test is classified, for example the classification of tests based on function, then these tests include initial selection tests, diagnostic tests, formative tests, summative tests etc.

According to Nalarastu (2013) a summative test is a test that becomes a determinant for students when going to class. Usually, summative tests are carried out by students who have completed the learning process of a particular field or subject for one period. This is in line with the opinion of Reni (2016) explaining that the summative test aims to assess student achievement related to student mastery of the subject matter that has been taught by the teacher for a certain period of time.

The learning evaluation process using test questions made by the teacher must be able to provide accurate and accurate information regarding the level of achievement of students in the learning material presented. Therefore, the teacher in making summative test questions must have good quality in each item presented. To find out the quality of the tests made, the teacher must analyze the questions so that the types of items that are good and bad can be identified. According to Sudjana (2001) explained that an assessment tool is said to have good quality if the tool fulfills two things, namely accuracy (validity) and determination (reliability). Furthermore, according to Gronlund (1995) explains that validity refers

to the adequacy and accuracy of the interpretation made from the results of the research adjusted for certain purposes. According to Widi R (2011) reliability is an index that shows the extent to which a measuring instrument is reliable.

Based on the background described above, the researcher realizes that the importance of the level of validity and reliability contained in the learning evaluation test questions, one of which is in the summative test questions. So, in this study the researcher tried to find out how the quality of the validity and reliability of the summative test questions was in English class 1 at SDIT Raudhatul Jannah.

METHODOLOGY

The research method is a scientific way to obtain data with specific purposes and uses. This study aims to find out how the quality of the validity and reliability of the summative test questions in English class 1 at SDIT Raudhatul Jannah. The type of research used in this research is quantitative research because the data generated is in the form of numbers. Djollong (2014) Quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool for analyzing information about what we want to know. The population used in this study were 30 students at SDIT Raudhatul Jannah. The population is all of the research objects that are the center of attention and are the source of research data (Nurrahmah, et al, 2021).

While the sample is part of the population that has the same characteristics as the population (Nurrahmah, et al, 2021). The sample used was 10 summative test questions. The data collection technique used was a documentation technique by photocopying questions, answer key sheets and student sheets. Each student's correct answer item will be given a value of (1), and if the wrong one will be given a value (0), until all of them are collected for the value



recap process and only then do validity and reliability tests on the questions being tested. Documentation techniques are information that comes from important records either from institutions or organizations or from individuals (Hamidi, 2004).

Sugiyono (2010) Data analysis techniques are the process of searching for data, systematically compiling data obtained from interviews, field notes and documentation by organizing data into categories, describing them into units, synthesizing, compiling which patterns to choose. important and will be studied, and make conclusions so that it is easily understood by oneself and others. The data analysis technique used in this study was SPSS version 26. The Statistical Package for the Social Sciences (SPSS) is an application used to perform advanced statistical analysis, data analysis with machine learning algorithms, string analysis, and big data analysis. which can be integrated to build an analytical data platform (Zein, et al, 2019).

RESULTS AND DISCUSSION

A. Test the validity of the summative test

Based on the results of research that has been conducted at SDIT Raudhatul Jannah which is a formal educational institution located in Cilegon City, the research process was carried out by testing the validity and reliability of teacher-made summative assessment questions in class 1 A with a total of 30 students.

Obtaining data in this study was carried out with documentation, namely by copying questions, answer key sheets and student sheets. Each student's correct answer item will be given a value of (1), and if the wrong one will be given a value (0), until all of them are collected for the value recap process and only then do validity and reliability tests on the questions being tested

Table 1
The results of the validity of summative questions

Correlations

	So all	So al 2	So al 3	So al 4	So al 5	So al 6	So al 7	So al 8	So al 9	So al 10	Sk or tot al	
So al1	Pears on Corre lation	1	-.043	.015	-.196	.139	.429*	.223	-.175	.015	.088	.292
	Sig. (2- tailed)		.822	.935	.299	.465	.018	.237	.354	.935	.645	.118
	N	30	30	30	30	30	30	30	30	30	30	30
So al2	Pears on Corre lation	-.043	1	.327	.218	.000	.263	.117	.098	.155	.098	.452*
	Sig. (2- tailed)	.822		.078	.247	1.000	.160	.539	.608	.414	.608	.012
	N	30	30	30	30	30	30	30	30	30	30	30
So al3	Pears on Corre lation	.015	.327	1	.315	.279	.024	.274	.176	-.118	.176	.487**
	Sig. (2- tailed)	.935	.078		.090	.136	.901	.143	.352	.535	.352	.006
	N	30	30	30	30	30	30	30	30	30	30	30
So al4	Pears on Corre lation	-.196	.218	.315	1	.354	.452*	.247	.418	.124	.224	.655**
	Sig. (2- tailed)	.299	.247	.090		.055	.012	.288	.013	.534	.235	.000
	N	30	30	30	30	30	30	30	30	30	30	30
So al5	Pears on Corre lation	.139	.000	.279	.315	1	.213	.047	.253	-.056	.063	.492**
	Sig. (2- tailed)	.465	1.000	.136	.055		.258	.804	.177	.770	.740	.006
	N	30	30	30	30	30	30	30	30	30	30	30
So al6	Pears on Corre lation	.429*	.263	.000	.452*	.213	1	.040	.337	.024	.135	.595**
	Sig. (2- tailed)	.018	.160	.901	.012	.258		.833	.069	.901	.477	.001
	N	30	30	30	30	30	30	30	30	30	30	30
So al7	Pears on Corre lation	.223	.117	.299	.263	.040	.01	1	.120	.274	.299	.566**
	Sig. (2- tailed)	.237	.539	.143	.288	.833			.529	.143	.109	.001
	N	30	30	30	30	30	30	30	30	30	30	30
So al8	Pears on Corre lation	-.175	.098	.155	.447*	.253	.320	1	.176	.040	.040	.506**
	Sig. (2- tailed)	.354	.608	.352	.013	.177	.069	.529		.352	.834	.004
	N	30	30	30	30	30	30	30	30	30	30	30
So al9	Pears on Corre lation	.015	.327	.118	.315	.056	.224	.274	1	.176	.176	.334
	Sig. (2- tailed)	.935	.078	.535	.534	.770	.901	.143	.352		.352	.071
	N	30	30	30	30	30	30	30	30	30	30	30
So al10	Pears on Corre lation	.088	.098	.176	.224	.063	.135	.299	.040	1	.176	.419*
	Sig. (2- tailed)	.645	.608	.352	.235	.740	.477	.109	.834	.352		.021
	N	30	30	30	30	30	30	30	30	30	30	30
Sk ort ota l	Pears on Corre lation	.292	.452*	.487**	.655**	.492**	.595**	.566**	.506**	.334	.419*	1
	Sig. (2- tailed)	.118	.012	.006	.006	.006	.001	.004	.071	.021		
	N	30	30	30	30	30	30	30	30	30	30	30

Based on the results of the validity analysis table above, there are 10 summative test questions analyzed. The validation value of the questions in this study was calculated using the product moment correlation formula. In this study 10 summative test questions were distributed to 30 students. In this study the summative test questions used were questions made by subject teachers. In the validity test using statistics, researchers usually use a significance number of 0.01, 0.05, or 0.1. This number is the number that becomes the confidence interval desired by the researcher. In this study, researchers used 0.01 for the significance number used.

In the table of validity analysis results above, it can be seen that of the 10 summative test questions that have been analyzed using the "Product Moment Correlation" formula, it uses a significance number of 0.01. Then the results obtained are 6 valid questions including item numbers 3, 4, 5, 6, 7, and 8. While the number of questions that are invalid is 2 items, namely numbers 1 and 9. In the significance test 0.01 with 30 respondents the results of the validity test can be said to be valid if the r count is greater (>) than 0.463.

B. Test the reliability of summative test questions

After the researcher saw that the questions used as summative tests were valid and could be used. Next, the researcher conducted a reliability test to see the consistency of a series of measurements or a series of measuring instruments. In this study, researchers used Cronbach Alpha as a measuring tool in measuring the reliability of the instrument. Taherdoost (2018) explains that if a variable shows a Cronbach Alpha value > 0.60, it can be concluded that this variable can be said to be reliable or consistent in measuring.

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).



Table 2
 Reliability instrument result

Reliability Statistics

Cronbach's Alpha	N of Items
,644	10

Based on table 2 which is the result of the research instrument reliability test, the Cronbach Alpha value in this study is 0.644 or greater than 0.60 which is the minimum limit if the research instrument is to be said to be consistent in measuring. Therefore, it can be concluded that the research instrument used, namely the summative test questions in the form of multiple choices with a total of 10 questions, has been declared reliable and consistent and can be used as a measuring tool for the success of the teaching and learning process.

CONCLUSSION AND SUGESTION

Based on the results of the validity and reliability tests on this research instrument, namely summative test questions in English class 1 at SDIT Raudhatul Jannah, it was found that the summative questions compiled by the subject teacher were valid with value and reliable or consistent to be used as a measuring tool in measuring student learning outcomes during a certain period.

As many as 6 out of 10 valid questions are measured using a significance number of 0.01 and have a reliability value of 0.644. This value exceeds the minimum limit of measurements using Cronbach Alpha if you want to be declared reliable, which is equal to 0.60. So, it can be concluded that the summative questions made by the English subject teacher at SDIT Raudhatul Jannah are valid and appropriate to use. Other researchers are welcome to study the same field.

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