

Aiken Index Analysis to Determine The Contents Validity of Project Assessment Instrument in learning Islamic Religion and Character in the Independent Curriculum

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Abstract

This research aims to analyze the validity of the content of the project assessment instrument for Islamic religious learning and character in the independent curriculum based on the Aiken validity index so that the instrument can measure what it will measure. The research method used is a quantitative descriptive method based on content validity results which are calculated using the Aiken V formula. Content validity data was obtained from 5 experts, namely 2 Islamic religious education experts and 3 evaluation experts. The content validity test in this study used 4 assessment criteria, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), Very Inappropriate. The Project Assessment instrument for learning Islamic religious education and morals resulted in 15 indicators being declared valid with an average Aiken index above 0.873. The project assessment is declared to be suitable for measuring what it wants to measure, and can be used to measure the results of Islamic religious education and character learning project assignments in the independent curriculum.

Keywords: Content Validity, Aiken V, Project Assessment

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Introduction

Learning Islamic Religious Education and morals is one of the important components in the overall education and learning unit because Islamic religious education and morals function to shape the character and personality of students, both educators and other factors must be able to support the learning process carried out objectives can be achieved, such as from the learning model used and the evaluation system used.

According to stated in the Minister of Research, Technology and Higher Education Number 56/M/2022 concerning curriculum in the context of recovery where assessment or evaluation of students can be done using various methods including project assessment which consists of preparation , process and reporting, where project assessment is important in implementing learning based on the independent learning curriculum so that there needs to be appropriate instruments to measure and assess the results of project assignments carried out, especially in learning Islamic religious education and morals. This is the basis for the author to develop an assessment project instrument for the independent learning curriculum for Islamic religious education and character for SMA/SMK.

According to (sa'ud, 2008) states that assessment is a process of collecting data from results which then describe student development. Assessment is decision making that refers to certain measures including good and bad, smart and stupid, high or low and so on (supardi, 2015)

Assessment is an activity carried out by teachers to determine decisions regarding the achievement of the abilities of students who have (unique) individual characteristics within a

certain range of the learning process, which is an assessment of the process and results (Ministry of National Education: 2006).

A learning process is a series of activities consisting of planning, teaching and learning activities, and evaluation. Teaching and learning activities designed in the form of a teaching plan are prepared by the teacher with reference to the goals to be achieved. To find out whether the expected goals are successful or not, teachers need evaluation.(Iftika Wuri, 2022)

Assessments or assessments in learning that are carried out certainly have objectives that the Research and Development Ministry of National Education wants to achieve (2006).

Project assessment is an assessment process carried out over a certain period of time on a particular task (Hosna, 2014). According to (Arikunto suharsimi, 2013), project assessment is an assessment process to determine a meaningful benefit for human life that is completed within a certain time during an investigation process.

The results of Mimin Haryati's, (2007) research show several things that must be paid attention to when assessing project assessments:1). Processing abilities, students' ability to search for information, manage time for data collection and reports. 2) Relevance, suitability to the lesson from the knowledge stage, understanding of skills must be considered.3). Authenticity, projects carried out by students are the result of their work, taking into account the teacher's contribution in the form of guidance, direction and project support to students. The steps that must be fulfilled in planning a project assessment are:1) determine the appropriate competencies to be assessed through the project. 2) project assessment consists of 3 aspects, namely planning, implementation and project reporting. 3) Process indicators and learning outcomes are arranged based on competency. 4) Each stage of project work can determine the criteria for achieving indicators. 5) Plan whether the task is group or individual.6) Planning techniques for individual assessment for assignments carried out in groups. 7) Assignments are arranged according to the assessment rubric.

The results of One of the focuses of improvement in the Independent Learning policy is on aspects of learning assessment. Learning assessment is a vital element in education, it is through this assessment that the extent of it is known achievement of student competency standards which is then carried out development of learning models to increase participant competency educate continuously. Authentic assessment appears to be the model assessment that will continue to be used in the future, this assessment has flexible characteristics, based on solving life problems real, multi-design evaluation, and assessment of all aspects of competency learners.(Syamsul Arifin, 2021)

Rubric Quality Reference in Project Assessment Rubrics for project assessment must meet the following criteria:

1. Rubrics must be able to truly measure the abilities they want to measure (valid).
2. The rubric has been adapted to the learning objectives.
3. Indicators can show the abilities you want to observe (observation).
4. Indicators can show capabilities that can be measured.
5. Rubrics can map students' abilities.
6. The rubric assesses important aspects of students' projects. (alimuddin, 2014)

Islamic and religious education comes from three words, namely education, religion, Islam. Education is conscious and planned development to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, the nation and the state. Republic of Indonesia Law Number: 20 concerning the National Education System Article 1 paragraph 1. Religion is a divine teaching while Islam is the religion taught by the Prophet Muhammad. Based on the holy book Al-Qur'an which was revealed by Allah SWT.

Islamic religious education is a process that occurs in society which aims to achieve national unity through various practices of the Islamic religion with guidance, learning and training activities, which are carried out consciously so that students can believe, understand and can practice it in everyday life. Islamic education is an effort made to change individual behavior in society, as well as personal life and the surrounding environment through the education process. Changes based on Islamic values. The understanding conveyed above confirms that education is indeed a process of directing human life which depends on the ability to learn so that personal change can be achieved, either as an individual or as a social creature with the environment. (Eli Hami, 2015)

Method

The type of research used is quantitative descriptive research by calculating the Aiken index. The validation sheet is in the form of a questionnaire which is accompanied by a choice of suitability scores for instrument items consisting of 1, 2, and 3, 4, to represent "not suitable", "quite suitable" and "suitable" and "very suitable" respectively. Apart from that, the expert assessment aims to obtain suggestions and criticism which are used as input to revise the instrument being developed into a better instrument that is worthy of being tested in the field. The use of expert validation sheet instruments also aims to collect data in order to test the validity of the instrument content as well as answer the problem formulation regarding whether or not the instrument being developed is valid.

Testing the validity of the instrument in this research uses validation by experts (expert judgment). The number of validators is 5 people. Namely 2 Islamic religious education experts and 3 education evaluation experts. The validity of the instrument content is based on the assessment of n experts on an item, namely by using the Aiken's V formula. The assessment is carried out by giving a number between 1 and 4 (azwar, 2012).

If the validity coefficient is less than 0.30, it means the item can be said to be inadequate (invalid). Conversely, if the validity coefficient is ≥ 0.30 , it means the item can be said to be adequate (valid) (Azwar, 2014).

Results and Discussion

The form of the student project assessment instrument is considered by conducting an expert validity test through expert considerations. The content validity of the instrument used is testing the validity of the items through consideration by experts to see suitability with the grid, rubric, assessment sheet, scaling and scoring of the instrument. The experts involved in the validity of the instrument were 5 people, 3 expert lecturers on instrument evaluation and development and 2 lecturers on Islamic Religious Education. Suggestions from experts are then used to revise the student project assessment instruments.

The data obtained from the validation results with 5 experts is in qualitative form in the form of suggestions and input. Based on these suggestions, information was obtained on several points that must be considered as a basis for making improvements, including: the use of sentences and the accuracy of using indicators. Revision is carried out by improving the use of grammar and sentences used.

Based on expert validation, there are items that need to be revised, namely in the preparation section, item "e" to be corrected to be more specific, reporting item "d" to be shortened or more specific, there are no items that need to be dropped, but they need to be revised.

The experts provide responses in the questionnaire that has been given, which contains the experts' conclusions regarding the project assessment, to determine whether the project assessment instrument is valid based on the content according to the experts. The results of the content validity test based on expert considerations for project assessment can be seen in table .1 as follows:

Table 1 Itemised Project Assessment Instrument Rating

No	Exp 1	Exp 2	Exp 3	Exp 4	Exp 5	Vindex	Rkritis	KET
1	4	4	3	3	4	0.87	0.3	valid
2	4	3	3	3	3	0.73	0.3	valid
3	3	3	3	3	3	0.67	0.3	valid
4	4	4	4	4	4	1.00	0.3	valid
5	4	3	4	4	4	0.93	0.3	valid
6	4	4	3	4	4	0.93	0.3	valid
7	4	3	4	4	4	0.93	0.3	valid
8	3	3	3	3	3	0.67	0.3	valid
9	4	4	4	4	4	1.00	0.3	valid
10	4	4	4	4	4	1.00	0.3	valid
Total						8.73		
Average						0.873		Valid

In Table 1, each instrument item obtained a V-index greater than the critical r of 0.3 so that the results of the 5 experts' conclusions stated that it was feasible / appropriate after several revisions in accordance with the suggestions and input from the experts.

The table shows that of the 10 indicator aspects assessed by experts, the results of the calculation of the Aiken index on the project assessment instrument in learning Islamic religious education and character in the independent curriculum of the 10 indicators show 6 high validity items and 4 medium validity items. The Aiken validity index obtained from an expert assessment is declared low if it produces a value below 0.4. Validity is stated to be between 0.4 – 0.8 and high validity produces values above 0.8 (Aiken, 1985). The closer the Aiken index value is to 1, the better the item is because it is more relevant to the indicator (Retnawati, 2016).

Conclusion

Independent project assessment instrument for religious education and Islamic character learning projects in the Independent Curriculum, the results of analysis using the Aiken index from the expert assessment results show a high average index, namely reaching V index 1 with 6 indicator items and 4 indicator items showing moderate, so the instrument can be used. say it is valid and can measure what you want to measure as proven by the results of the Aiken V test with an average V index of $0.873 > 0.3$.

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