

DEVELOPMENT OF STUDENT ASSESSMENT INSTRUMENTS FOR CIVICS LEARNING IN SMP/MTs

Tangguh Timbul Leksono^{1*}, Ida Putri Rarasati²

^{1,2} Pancasila and Citizenship Education Study Program,
Faculty of Teacher Training and Education, Universitas Islam Balitar
E-mail: ¹⁾ novitaekas872@gamil.com

Abstract

This study focuses on creating a valid and practical assessment instrument for 8th-grade Civics Education (PPKn) students in junior high schools (SMP/MTs). The research employs the Research and Development (R&D) approach, adapting the Borg & Gall model by Sugiyono. The instrument, centered on Pancasila as the foundational principle of the state and national outlook, consists of 20 multiple-choice questions derived from a well-designed question matrix and indicators. Expert validation results show high approval scores for material and language aspects from two validators. The average validation score is 82.06%, affirming the instrument's validity. Educator and student questionnaire responses demonstrate strong practicality support, with average response rates of 83.89% and 87.60%, respectively. Analysis of the 20 questions confirms 18 valid questions, 2 needing revision, establishing the instrument's reliability (reliability coefficient $r_{11} = 0.819$). Difficulty analysis reveals 16 easy and 4 moderately difficult questions. Discrimination power assessment indicates 9 adequately differentiating and 11 highly discriminative questions. The study confirms the successful development of a valid and practical assessment tool for enhancing Civics Education in junior high schools, rejecting the null hypothesis.

Keywords: Civics, Feasibility, Instrument Development

1. INTRODUCTION

The implementation of the 2013 curriculum marks a significant milestone in the Indonesian education system, signifying an improvement over its predecessors, the KTSP 2006 and KBK 2004 curricula. With this new curriculum in place, various changes have been introduced to national education standards, encompassing four out of eight standards, namely content, process, assessment, and graduation competency. While teacher and staff standards, facilities and infrastructure standards, financing standards, and management standards remain unchanged, the assessment standard has undergone a transformative shift.

Under the 2013 curriculum, the assessment system is termed authentic assessment, an inclusive evaluation that comprehensively assesses learning from input to output, covering three essential aspects: knowledge, attitude, and skills. During the 2006 curriculum era, teachers primarily evaluated these aspects; however, the 2013 curriculum calls for a more integrated approach, with all subjects contributing to the assessment of knowledge, attitude, and skills.

This research endeavors to empower all educators to develop assessment instruments encompassing knowledge, attitude, and skills, a departure from the 2006 curriculum where individual subject teachers solely handled assessments tailored to their

respective subjects. Furthermore, the study aims to equip all teachers with the capability to conduct comprehensive assessments throughout the learning process, encompassing before, during, and after, and utilize the assessment results to determine students' grades.

The realization of these goals, however, reveals a disparity between expectations and reality in the teaching and learning process. As a response, this study was conducted at SMP Muhammadiyah 1 in Blitar city, as it offers valuable insights into the ongoing process of developing and implementing assessments aligned with the 2013 curriculum. Despite the favorable geographic location in the city center, the school faces challenges in devising assessment instruments, largely due to limited teaching staff in comparison to the diverse student body. Nevertheless, the school's potential for competition remains promising, supported by adequate facilities, infrastructure, and financial assistance from the overseeing foundation, contributing to the progress of assessment development.

While the teaching staff's competency should suffice for instrument development, some educators may lack experience and training in this area, posing obstacles to creating effective assessments.

In conclusion, this research strives to foster a culture where all teachers can confidently develop and implement assessments for knowledge, attitude, and skills in accordance with the 2013 curriculum. By assessing the appropriateness and practicality of student assessment instruments for Civics Education (PPKn) in SMP/MTs, this study seeks to contribute to the enhancement of assessment practices in the field of education.

2. LITERATURE REVIEW

According to Arikunto (2021), an instrument is a tool chosen and used by researchers in data collection activities to make the process systematic and easier for them. Suryabrata (2008) defines an instrument in the scope of evaluation as a device used to measure students' learning outcomes, encompassing cognitive, affective, and psychomotor domains. Therefore, it can be concluded that an instrument is a device used to measure students' learning outcomes, covering cognitive, affective, and psychomotor domains. Instruments can take the form of tests and non-tests.

According to Sudrajat (2016), assessment is the application of various methods and the use of diverse assessment tools to obtain information about the extent of students' learning outcomes or the achievement of competencies. According to Rivai & Sudjana (2009), assessment is defined as the process of determining the value of an object. To determine the value or worth of an object, clear standards and criteria are needed. For instance, to determine whether something is good, fair, or poor, there must be well-defined criteria for what constitutes good, fair, and poor. These criteria are what we call standards.

Based on PP No. 19 of 2005, Article 63 Paragraph (1), educational assessment at the elementary and secondary levels consists of: (1) Assessment of learning outcomes by educators, (2) Assessment of learning outcomes by educational institutions, (3) Assessment of learning outcomes by the government. The assessment of learning outcomes by educators is described in the attachment to Minister of Education and Culture No. 66 of 2013 regarding assessment standards. This continuous assessment by educators aims to monitor the learning process and progress of students and improve the effectiveness of teaching and learning.

Civic Education (PPKn) learning, specifically focusing on the basic competency of understanding Pancasila as the foundation of the nation and the national outlook for

eighth-grade students in Junior High School, aims to foster a love for the homeland and enhance a strong sense of nationalism towards the country. Therefore, it requires an appropriate assessment instrument that allows educators to easily assess and shape students' characters to cultivate a high sense of nationalism. The variation in assessment instrument development aims to facilitate decision-making regarding students' character traits. More varied assessment instruments can support the success of the learning process, as diverse assessment methods enable students to understand their strengths and areas for improvement. Furthermore, with the rapid development of electronic media, especially computers, educators should take advantage of this opportunity to develop assessment instruments that are user-friendly and engaging.

3. RESEARCH METHODS

The type of research used by the researchers is Research and Development (R&D), also known as research and development. The approach employed in this study is a qualitative descriptive approach. The research was conducted at SMP Muhammadiyah 1 Blitar, located on Jl. Cokroaminoto No. 3 Blitar. The school is situated north of the At-Taqwa Mosque in Blitar City. Its central location, being only about \pm 1km from the city center, allows for easy access. The research subjects included the principal, civic education subject teachers, and students of SMP Muhammadiyah 1 Blitar.

The framework for this study refers to the model proposed by (Sugiyono, 2014), which outlines 10 steps of research and development as follows: (1) Potential and problems, (2) Data collection, (3) Product design, (4) Design validation, (5) Design revision, (6) Product trial, (7) Product revision, (8) Usage trial, (9) Product revision, and (10) Mass production. However, the researchers modified these development steps, limiting the study to the usage trial stage. The schematic representation of these steps is illustrated in the following figure.

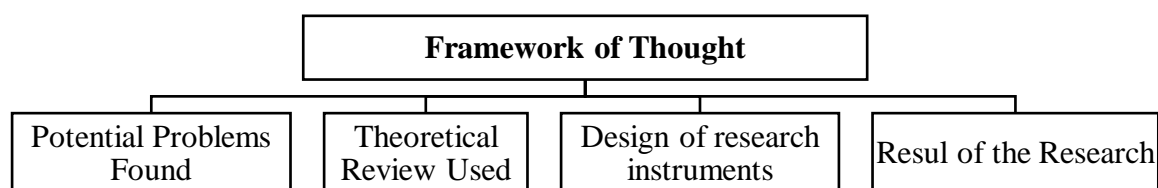


Figure 1. Development Research Framework (Sugiyono, 2014)

The Hypothetical Model is a chart that contains the design of the model to be developed. The design of this model was developed based on theoretical studies that have been carried out, and adapted to the conditions of research and development in the field. The hypothetical model in this study is as follows:

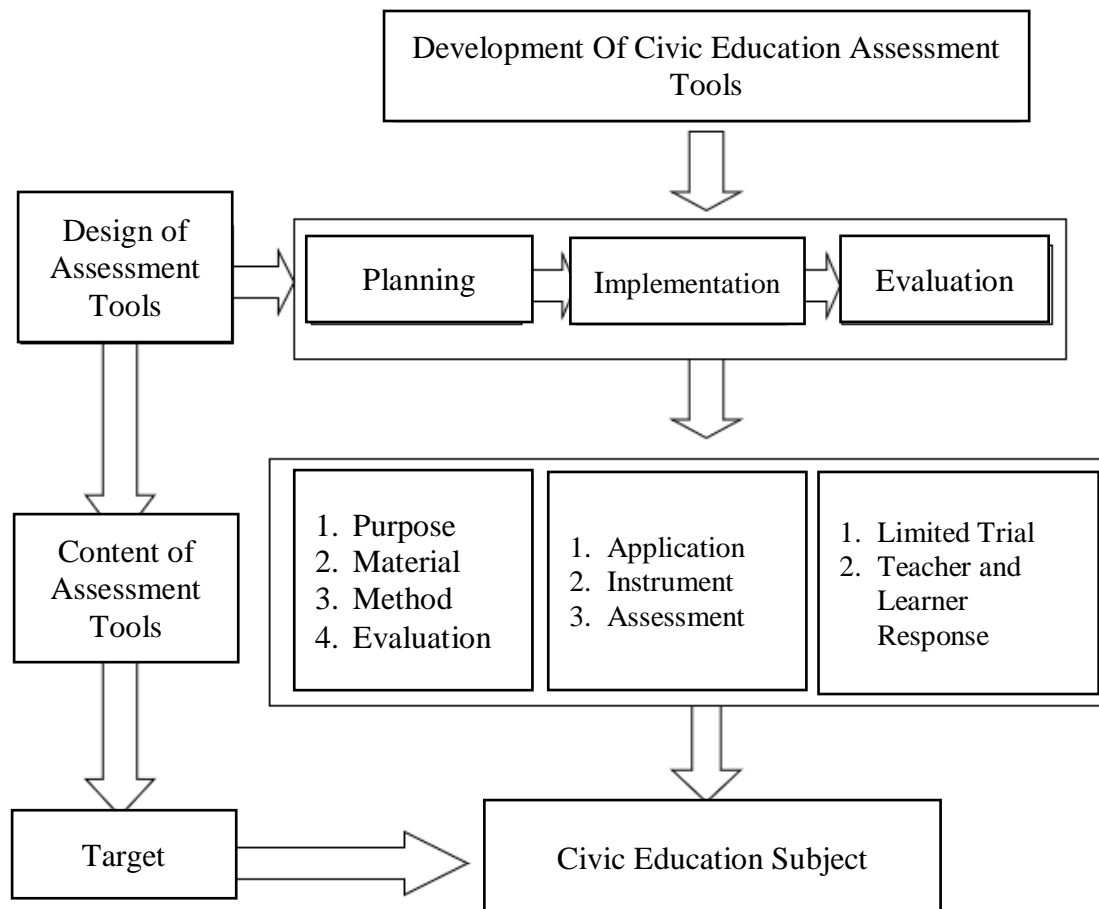


Figure 2. Hypothetical Model

The product specification resulting from this research is a set of assessment instruments for the subject of Civic Education on the Competency Basic of Investigating Pancasila as the Foundation of the State and National Outlook. The instruments include question grids, multiple-choice questions, answer keys, and assessment rubrics. The aim is to assist in the teaching process of Civic Education by providing assessments for the students.

Before conducting the design validation, the researchers selected design validators, including subject matter experts and language experts. The design validation is a process of evaluating the product's design based on rational thinking without field testing. The validation is done with the help of a team of experts with academic qualifications of S-2 in the field of education, especially Civic Education. The validators assess various aspects of the instrument, such as its alignment with the subject matter, accuracy, sufficiency, language usage, and appropriateness for students' learning process. This validation is crucial to identify weaknesses in the assessment instrument and make necessary improvements.

The resulting product from this research is a prototype of the assessment instrument for Civic Education, focusing on the Competency Basic of Investigating Pancasila as the Foundation of the State and National Outlook. The assessment instrument used includes multiple-choice questions for assessing knowledge. Product testing is essential to obtain

empirical data, which is used to assess whether the developed product meets the specified curriculum characteristics. The testing involves several stages, including reviewing the instrument's dimensions and indicators with the guidance of subject matter and language experts. After validation by experts, the formulated indicators are incorporated into the draft instrument and then piloted on designated subjects.

To gather data on the development of the assessment instrument for Civic Education, the researchers used interviews, observations, and documentation studies. The data sources are the participants from whom the data are collected. In this study, the participants are the Civic Education teachers of SMP Muhammadiyah 1 Blitar. Data collection techniques include observation and questionnaires on the instrument's suitability for Civic Education. The instruments used in this study are questionnaires for subject matter and language experts, questionnaires for educators, and questionnaires for students. Instrument testing is carried out through validation, comparing the content of the instrument with existing theories.

Data analysis techniques consist of the validity analysis of the assessment instrument, the practicality analysis of teachers' and students' responses, and the effectiveness analysis. Empirical validity is determined by calculating the item validity based on field testing. The empirical data are tested using SPSS Statistic 26. The validity of each item and questionnaire can be determined by examining the Corrected Item-Total Correlation, which represents the correlation between the item score and the total item score (R-value), then comparing it with the r-table value. To assess the consistency of item scores and questionnaires, Cronbach's alpha coefficient is used through SPSS 26. The instrument is considered reliable if the Cronbach's alpha value is above 0.433 at a significance level of 5% with $n = 31$. The difficulty level of the research questions is calculated using SPSS 26 with a classification of question difficulty levels. To evaluate the discriminating power of the questions, SPSS 26 is used by comparing the Corrected Item-Total Correlation.

4. RESULTS AND DISCUSSION

4.1. Results

4.1.1. Material and Language Expert Validation

The results of the initial product validation are obtained from data that has been obtained from 2 material and language expert examiners on the feasibility of Civics assessment instruments for class VIII material on Pancasila as the basis of the state and the nation's outlook on life.

The questionnaire sheet for the validation of the assessment instrument was validated by Mr. Muhamad Iqbal Baihaqi, M.Pd. as validator 1 and Mrs. Nurul Hidayah, S.Pd as validator 2. The following are the results of the validation of the assessment instrument from two validators.

Table 1. Assessment Instrument Validation

No	Aspects	Max Score.	Validator 1			Validator 2		
			Σ x Per Aspects	Percentage	Criteria	Σ x Per Aspects	Percentage	Criteria
1	Material	35	30	85,71%	Very Worthy	28	80,00%	Worthy
2	Construction	20	16	80,00%	Worthy	16	80,00%	Worthy
3	Language	15	12	80,00%	Worthy	13	86,67%	Very Worthy
Overall Aspect Average				81,90%	Very Worthy		82,22%	Very Worthy

Based on table 1 shows that the validation of the assessment instrument obtained from validator 1 can be known feasibility based on the material aspect obtaining a percentage of 85.71% with a very feasible category, the construction aspect getting a percentage of 80% with a feasible category, and the language aspect getting a percentage of 80% with a feasible category. Overall, the average feasibility aspect obtained from validator 1 is 81.90% with a very feasible category. Meanwhile, based on the results of the validation of the assessment instrument carried out by validator 2, it can be seen that the feasibility based on the material aspect obtained a percentage of 80.00% with a decent category, the construction aspect obtained a percentage of 80.00% with a decent category, and the language aspect obtained a percentage of 86.67% with a very decent category. Overall, the average feasibility aspect obtained from validator 2 is 82.22% with a very feasible category. There were some criticisms and suggestions from both validators. Broadly speaking, the criticisms and suggestions stated that "The assessment instrument is feasible to use, there are only a few mistakes in writing and some questions need to be clarified in terms".

4.1.2. Results of Teacher Responses

The teacher response questionnaire sheet was conducted by the Civics subject teacher of SMP Muhammadiyah 1 Blitar City, Mr. Hapsah Kadir, S. Pd. with the following results:

Table 2. Results of Teacher Responses

No	Aspect	Max Score	Σ x Per Aspect	Percentage	Criteria
1	Material	15	13	86,67%	Very Worthy
2	Construction	40	32	80,00%	Worthy
3	Language	20	17	85,00%	Very Worthy
Overall Aspect Average				83,89%	Very Worthy

Based on Table 2, it can be seen that the teacher's response to the assessment instrument can be determined based on the material aspect, obtaining a percentage of 86.67% with the category of very feasible, the construction aspect with a percentage of 80.00% with the category of feasible, and the language aspect with a percentage of 85.00% with the category of very feasible. The overall average aspect obtained from the teacher's response is 81.90% with the category of very feasible.

4.1.3. Expert Revisions

After conducting the validation, data on the level of validity of the assessment instrument were obtained. The suggestions obtained from the questionnaire instrument are used for further consideration in improving the Civic Education assessment instrument on the material of Pancasila as the foundation of the state and the national outlook. The suggestions for improvement from the material and language experts, both validator 1 and validator 2, are as follows:

- a. There are indicator formulations in the test items that do not use operational verbs, so the indicator formulations need to be replaced with operational verbs.
- b. There are some questions where the distractor options are not functioning well, so they need to be improved to function properly.
- c. There are questions that still depend on other questions, so they need to be replaced with different test items.

On the other hand, the feedback given by the Civic Education teachers on the assessment instrument for Civic Education on the material of Pancasila as the foundation of the state and the national outlook is that the developed assessment instrument is good for use in junior high school students because it is easily understood and can motivate students to think critically in answering questions.

4.2. Product Testing

4.2.1. Small-Scale

Group Small-scale testing was conducted on 15 students in grade VIII of SMP Muhammadiyah 1 Kota Blitar. The results of the percentage of student responses can be seen in the following table:

Table 3. Student Response Questionnaire Results

No	Aspect	Max Score	Σx Per Aspect	Percentage	Criteria
1	Material	75	V	92,00%	Very Worthy
2	Construction	150	127	84,67%	Very Worthy
3	Language	375	323	86,13%	Very Worthy
Overall Aspect Average				87,60%	Very Worthy

Based on the table above, it shows the results of small-scale trials that get a very feasible category from various aspects with the acquisition of material aspects obtaining a percentage of 92.00%, construction aspects obtaining a percentage of 84.67%, and language aspects obtaining a percentage of 86.13%. The average value of the overall aspect is 87.60% with a very feasible category.

The results of the small-scale trial were obtained from the students' responses to the products developed by working on the assessment instrument questions and filling out a questionnaire.

Table 4. Results of Student Response Questionnaire Test

No	r-statistic	r-table (n=15, α 5%)	Question Item Status
1.	0.661**	0.514	Valid
2.	0.710**	0.514	Valid
3.	0.640*	0.514	Valid
4.	0.732**	0.514	Valid
5.	0.642**	0.514	Valid
6.	0.772**	0.514	Valid
7.	0.642**	0.514	Valid
8.	0.592*	0.514	Valid

Based on table 4, it can be seen that all statement item numbers in the student response questionnaire show $r_{\text{statistic}} > r_{\text{table}}$ so that overall the statements in the student response questionnaire are declared valid.

4.2.2. Field Trial

The field trial was conducted on 31 students at SMP Muhammadiyah 1 Blitar City. In this trial, students were asked to work on multiple choice questions and then student results were analyzed to determine validity, reliability, difficulty level, and differentiation. The number of items amounted to 20 questions.

4.2.3. Validity Analysis Results

The validity test is carried out as a benchmark for obtaining valid data. Data acquisition can be done by analyzing if the value of $r_{\text{count}} > r_{\text{table}}$ then the data can be said to be valid.

Table 5. Result of Validity Test

No	r-statistic	r-table (n=15, α 5%)	Question item Status
1	0.539**	0.433	Valid
2	0.386*	0.433	Valid
3	0.389*	0.433	Valid
4	0.432*	0.433	Valid
5	0.367*	0.433	Valid
6	0.386*	0.433	Valid
7	0.617**	0.433	Valid
8	0.389*	0.433	Valid
9	0.612**	0.433	Valid
10	0.372*	0.433	Valid
11	0.559**	0.433	Valid
12	0.636**	0.433	Valid
13	0.487**	0.433	Valid
14	0.467**	0.433	Valid
15	0.329	0.433	Unvalid
16	0.600**	0.433	Valid
17	0.521**	0.433	Valid
18	0.427*	0.433	Valid
19	0.691**	0.433	Valid
20	0.248	0.433	Unvalid

REVIEW OF MULTIDISCIPLINARY EDUCATION, CULTURE AND PEDAGOGY (ROMEO)

Based on Table 5 shows that the results of the validity analysis of 20 items there are 18 questions that show the value of $r_{statistic} > r_{table}$, so the instrument can be said to be valid. There are 2 invalid assessment instruments, because the questions show the value of $r_{count} < r_{table}$ with an r_{table} value of 0.433.

4.2.4. Reliable Analysis Results

After testing the validity of the assessment instrument research also conducted a reliability test, which aims to determine whether a question item is reliable or not. The results of the calculation of the reliability test on the Civics assessment instrument with a total of 20 questions obtained a value of $r_{11} = 0.819$ with $r_{table} = 0.433$, it can be concluded that the Civics assessment instrument is said to be reliable because $r_{11} 0.819$ with a high interpretation.

4.2.5. Level of Difficulty

The results of the analysis of the level of difficulty of each item obtained calculation results show that of the 20 questions tested.

Table 6. Results of Level of Difficulty Test

Item No.	Difficulty Index Value (P)	Question Item Category
1	0.7097	Easy
2	0.8065	Easy
3	0.8387	Easy
4	0.8387	Easy
5	0.7742	Easy
6	0.8065	Easy
7	0.7742	Easy
8	0.8387	Easy
9	0.6774	Medium
10	0.7419	Easy
11	0.7742	Easy
12	0.7742	Easy
13	0.8065	Easy
14	0.8065	Easy
15	0.7742	Easy
16	0.6452	Medium
17	0.7742	Easy
18	0.7419	Easy
19	0.6129	Medium
20	0.6452	Medium

Based on table 6 above, it can be seen that of the 20 items, there are 16 questions that are included in the easy category and 4 questions are in the medium category.

4.2.6. Distinguishing Power

The differentiability test carried out on the Civics assessment instrument in this study with the aim of knowing the items that have the classification of question

discriminating power is very bad, bad, enough, good, and very good. The following are the results of the differentiability test.

Table. 7 Differentiated Power Test Results

No	Distinguishing Power Index		Category
	Value		
1	0.539		Good
2	0.386		Enough
3	0.389		Fair
4	0.432		Good
5	0.367		Enough
6	0.386		Enough
7	0.617		Good
8	0.389		Enough
9	0.612		Good
10	0.372		Enough
11	0.559		Good
12	0.636		Good
13	0.487		Good
14	0.467		Good
15	0.329		Fair
16	0.600		Good
17	0.521		Good
18	0.427		Good
19	0.691		Good
20	0.248		Fair

The results of the calculation of the differential test of 20 items obtained questions that have sufficient differentiating power there are 9 questions and good differentiating power there are 11 questions.

4.2.7. Product Revision

The results of improvements in revision are the final product of the Civics assessment instrument on the material of Pancasila as the basis of the state and the nation's outlook on life. The product has been tested both feasibility and usage, so that the product of the Civics assessment instrument on the material of Pancasila as the basis of the state and the nation's outlook on life is very feasible as an evaluation guide that can help to measure the ability of grade VIII junior high school students, especially in the Civics subject material of Pancasila as the basis of the state and the nation's outlook on life.

4.2.8. Final Product

The final product of the Civics assessment instrument on the material of Pancasila as the basis of the state and the nation's outlook on life for junior high school students in grade VIII is suitable for use in schools and as a guide for teachers to evaluate students..

4.3. Discussion

4.3.1. Discussion of the Results of the Development of Assessment Instruments

a. Problem Potential

Based on the needs analysis, it can be observed that the Civic Education assessment instrument at SMP Muhammadiyah 1 Kota Blitar still lacks attention to the alignment between students' thinking abilities and the provided questions. Furthermore, there is a deficiency in teachers' understanding of creating assessment instruments to measure the level of students' abilities and comprehension of the given material. Additionally, many teachers lack experience, and a significant number of them have not participated in training or workshops related to the development of assessment instruments. While the teaching process is well-structured, a weakness lies in the assessment implementation. This is due to the fact that different curricula are still being used across classes, resulting in diversity in the evaluation of each student. For instance, while classes VII-VIII adhere to the 2013 curriculum for assessment, class IX still employs the 2006 KTSP assessment. This indicates that the assessment activities carried out by teachers are not fully maximized, as they continue to use the same set of questions every year. As highlighted by (Wieman et al., 2010) in (Nufus et al., 2017), a good assessment instrument should consist of questions that accurately investigate whether students comprehend and apply learning concepts, accompanied by a scientific attitude.

b. Information Collection

The process of information collection within this study serves a crucial purpose in enhancing the quality and effectiveness of the developed product. The primary goal is to gather relevant data and insights that contribute to the refinement and successful implementation of the assessment instrument. This information collection phase acts as a foundation for making informed decisions and taking strategic steps throughout the product development journey.

In essence, the information collection process acts as a critical compass, guiding researchers towards informed decisions and enabling them to take deliberate and well-informed steps in developing the assessment instrument. The aim is not only to create a high-quality product but also to facilitate its seamless implementation, maximize its impact, and ultimately contribute to improved learning outcomes for students.

c. Initial Product Development

The developed assessment instrument is based on the core competency 3.1 "Examining Pancasila as the foundation of the state and the national outlook." The test format of the developed assessment instrument consists of multiple-choice questions with a total of 20 items. Each item has a scoring method of 1 (if the answer is correct) and 0 (if the answer is incorrect). After the formulation of the blueprint, the next step is to create questions that align with the intended measurement. The questions are formulated according to the core competency, competency achievement indicators, and critical thinking indicators, demanding students to take the questions seriously in order to address the issues presented in each item. The questions presented provide insights into what should be believed and done in the evaluation. (Khaeruddin, 2016) stated that

multiple-choice tests include distractor options that aim to engage students in critical thinking when selecting answers. Students need to utilize their inherent abilities to choose the correct answer. The assessment instrument comprises attitude assessment, knowledge assessment, and skill assessment instruments. These instruments are presented in the following figure.

INSTRUMEN PENILAIAN SIKAP							
Mata Pelajaran	: PPKn						
Kelas / Semester	: VIII / I						
Kompetensi Dasar	: 1.1 Bersyukur kepada Tuhan Yang Maha Esa atas konsensus nasional Pancasila sebagai dasar negara dan pandangan hidup bangsa						
	2.1 Mengembangkan sikap yang mencerminkan nilai-nilai luhur Pancasila sebagai dasar negara dan pandangan hidup bangsa						
NO	NAMA SISWA	ASPEK YANG DINILAI					NILAI AKHIR
		Sikap Spiritual Bersyukur	Tanggung Rasa	Peduli	Tanggung Jawab	Kerjasama	
Keterangan (indikator penilaian)							
No	Aspek yang Dinilai	Indikator					
1	Bersyukur	1. Beribadah sesuai agama yang dianut karena Pancasila menjadi dasar perundangannya					
		2. Merasa perbedaan tiap manusia adalah anugerah Tuhan YME					
		3. Menyapa dan berbicara dengan cara yang baik karena tiap manusia harus dihargai					
		4. Merasa nyaman berada di lingkungan keluarga dan sekolah					
2	Tanggung Rasa	1. Mencoba memahami jika terjadi perbedaan pendapat					
		2. Tidak merendahkan orang lain walaupun mereka kurang beruntung					
		3. Menghormati orang yang lebih tua					
		4. Menyayangi orang yang lebih muda					
3	Peduli	1. Menolong teman yang membutuhkan					
		2. Menabung sampai pada tempatnya					
		3. Simpati terhadap orang lain					
		4. Mendahulukan kepentingan masyarakat/ umum					
4	Tanggung Jawab	1. Mengakui apapun perbuatan yang dilakukan					
		2. Melakukan perbuatan yang dinilai baik					
		3. Menjunjung nilai kebenaran					
		4. Tidak memaksakan kehendak					
5	Kerjasama	1. Melaksanakan tugas kelompok					
		2. Bekerjasama dengan sukarela					
		3. Aktif dalam kerja kelompok					
		4. Rela berkorban untuk kepentingan umum					
Rubrik Penilaian							
Skor 1, apabila peserta didik tidak pernah bersikap sesuai aspek sikap yang dinilai							
Skor 2, apabila peserta didik kadang-kadang bersikap sesuai aspek sikap yang dinilai							
Skor 3, apabila peserta didik sering bersikap sesuai aspek sikap yang dinilai							
Skor 4, apabila peserta didik selalu bersikap sesuai dengan aspek sikap yang dinilai							
NILAI AKHIR = MODUS							

Figure 3. Attitude Assessment Instrument

Figure 4. Skill Assessment Instrumen

INSTRUMEN PENILAIAN PENGETAHUAN									
2	Mata Pelajaran	: PPKn							
3	Kelas / Semester	: VIII / 1							
4	Kompetensi Dasar	: 3.1 Menelaah Pancasila sebagai dasar negara dan pandangan hidup bangsa							
5	Bentuk Instrumen	: Pilihan Ganda (PG) dan Uraian							
6									
7									
8									
9	KOMPETENSI DASAR	MATERI	INDIKATOR SOAL	JENIS SOAL	NO. SOAL	SOAL	KUNCI JAWABAN	SKOR	
10	3.1 Menelaah Pancasila sebagai dasar negara dan pandangan hidup bangsa	Sepah perumusan Pancasila	Siswa mampu menyebutkan tanggal pengesahan Pancasila secara yuridis formal	PG	1	Secara yuridis formal, Pancasila sebagai dasar negara RI diadopsi pada tanggal A. 1 Juni 1945 B. 17 Agustus 1945 C. 18 Agustus 1945 D. 27 Desember 1949	C	1	
11			Siswa dapat menyebutkan tokoh yang mengenalkan istilah Pancasila	PG	2	Istilah Pancasila dalam kehidupan kenegaraan dikenalkan pertama kali dalam Sidang BPUPKI oleh A. Soepomo B. Ir. Soekarno C. Muhammad Yamin D. Muhammad Hatta	B	1	
12		Arti, fungsi, dan kedudukan Pancasila sebagai dasar negara dan pandangan hidup	Siswa dapat menjelaskan arti Pancasila sebagai dasar negara	PG	3	Arti Pancasila sebagai Dasar Negara adalah A. Pancasila menjadi cara pandang bangsa Indonesia dalam menghadapi permasalahan B. Pancasila sebagai acuan norma dalam proses penyelenggaraan pemerintahan C. Pancasila merupakan sumber inspirasi dan cita-cita hidup bagi bangsa Indonesia D. Pancasila sebagai kristalisasi nilai-nilai hulu budaya bangsa Indonesia	B	1	
13			Siswa dapat menjelaskan manfaat jika suatu negara mempunyai ideologi	PG	4	Manfaat yang didapat jika suatu negara mempunyai ideologi negara yaitu A. dapat bersaing dengan negara lain B. dapat mengantarkan bangsa dan negara mencapai cita-citanya C. menjadi negara yang baik D. svarat mutlak berdirinya sebuah negara	B	1	

28					C. menjadi negara yang baik		
29					D. syarat mutlak berdirinya sebuah negara		
30					Dalam kedudukannya sebagai pandangan hidup	D	1
31					bangsa Indonesia, Pancasila merupakan		
32					A. cita-cita dan tujuan hidup bangsa		
33					B. dasar negara mengatur pemerintahan		
34					C. gambaran sikap dan perilaku manusia		
35					D. pegangan dan pedoman hidup bangsa		
36					Pancasila sebagai pandangan hidup bangsa	A	1
37					merupakan		
38					A. norma dasar yang menjadi pedoman hidup		
39					manusia Indonesia		
40					B. penjabaran dari pola perilaku hidup manusia		
41					Indonesia		
42					C. cara pandang bangsa Indonesia dalam		
43					menghadapi kemerdekaan		
44					D. kristalisasi nilai-nilai yang hidup dalam		
45					masyarakat Indonesia		
46					Bangsa Indonesia mempunyai Pancasila sebagai	A	1
47					pandangan hidupnya, artinya bangsa Indonesia		
48						
49					A. memiliki pegangan dan pedoman dalam		
50					memecahkan masalah bangsa		
51					B. tidak perlu menjalin kerjasama dengan negara		
52					yang pernah menjajah Indonesia		
53					C. bebas menentukan sikapnya terhadap bangsa		
54					lain di Indonesia		
55					D. tidak perlu tahu ideologi bangsa lain yang		
56					berasal dari luar		
57					Pancasila sebagai sumber hukum berfungsi	C	1
58					sebagai sumber hukum yang mengatur segala		
59					hukum yang berlaku di Indonesia, artinya		
60					A. Pancasila bersifat kaku dalam mengatur		
61					hukum		
62					B. Pancasila sebagai perjanjian hulu		
63					C. Semua hukum harus bersumber dari		
64					D. Pancasila dijadikan sebagai nilai instrumental		
65					Siswa dapat menjelaskan Pancasila	PG	9
66					sebagai landasan penyelenggaraan		
67					pemerintahan dan kenegaraan merupakan fungsi	C	1
68					Pancasila sebagai ...		
69					A. pandangan hidup bangsa		
70					B. tujuan bangsa Indonesia		
71					C. dasar negara Indonesia		
72					D. perjanjian hulu bangsa Indonesia		
73					Siswa dapat menyebutkan salah	PG	10
74					satu fungsi Pancasila		
75					Pancasila juga disebut sebagai way of life, hal ini	A	1
76					berarti Pancasila mempunyai fungsi sebagai		
77					A. pandangan hidup bangsa Indonesia		
78					B. falsafah bangsa Indonesia		
79					C. dasar negara Indonesia		
80					D. jiwa bangsa Indonesia		
81					Siswa dapat menyebutkan tiga	PG	11
82					fungsi pokok Pancasila		
83					Tiga fungsi pokok Pancasila yaitu	A	1
84					A. pandangan hidup, ideologi, dasar negara		
85					B. lambang negara, dasar negara, pertahanan		
86					negara		
87					C. jiwa bangsa, lambang negara, ideologi		
88					D. penguat, pemersatu, pengokoh		
89					Pancasila sebagai dasar negara dipergunakan	C	1
90					untuk		
91					A. menentukan tujuan negara		
92					B. menyusun program pembangunan		
93					C. dasar dalam mengatur penyelenggaraan		
94					pemerintah negara		
95					D. landasan kehidupan berbangsa dan bernegara		
96					Siswa dapat mengidentifikasi yang	PG	13
97					tidak termasuk upaya		
98					mempertahankan Pancasila sebagai	B	1
99					ideologi negara		
100					A. menetapkan Pancasila sebagai ideologi dan		
101					dasar negara		
102					B. menetapkan Pancasila sebagai ideologi		
103					tertutup sesuai kepribadian bangsa		
104					C. mengamalkan nilai-nilai yang terkandung		
105					dalam Pancasila		
106					D. pemerintah memodak segala bentuk		
107					rongrongan terhadap Pancasila		

75					Siswa dapat menjelaskan alasan	PG	14	Bangsa Indonesia bangsa mempunyai ideologi	B	1
76					bangsa Indonesia			berupa Pancasila karena		
77					bangsa mempunyai			A. dirumuskan oleh banyak pemimpin		
78					ideologi berupa			B. dapat menyelesaikan segala masalah		
79					Pancasila			C. mempersatukan bangsa Indonesia yang		
80								majemuk		
81								D. dapat bersaing dengan negara lain		
82					Siswa dapat menjelaskan alasan	PG	15	Pancasila mudah diterima masyarakat Indonesia	B	1
83					Pancasila mudah			sebagai ideologi negara, karena		
84					diterima masyarakat			A. rumusannya sudah dipikirkan secara matang		
85					Indonesia sebagai			oleh para pendiri bangsa		
86					ideologi negara			B. sudah menjadi kepribadian bangsa Indonesia		
87								C. sila-silanya disusun secara sistematis		
88								D. sudah menjadi perjanjian hulu bangsa		
89					Nilai-nilai Pancasila sebagai	PG	16	Salah satu contoh upaya penerapan nilai	C	1
90					dasar negara dan			kepribadian bangsa Indonesia sesuai dengan sila		
91					pandangan hidup			pertama Pancasila yaitu		
92								A. membantu teman-teman di sekolah		
93								B. melestarikan gotong royong dan kerja sama		
94								C. memupuk diri dengan akhlak yang baik		
95								D. mendisiplinkan diri waktu belajar		
96					Siswa dapat menyebutkan sila	PG	17	Pengakuan persamaan derajat, hak dan kewajiban	B	1
97					dalam Pancasila			antara sesama manusia merupakan salah satu		
98					berdasarkan			penjabaran nilai sila		
99					perilaku nilai yang			A. Ketuhanan Yang Maha Esa		
100					disajikan			B. Kemanusiaan yang Adil dan Beradab		
101								C. Persatuan Indonesia		
102								D. Kerakyatan yang Dipimpin oleh Hikmat		
103								Kebijaksanaan dalam Permusyawaratan/		
104								Perwakilan		
105					Siswa dapat menyebutkan nilai	PG	18	Nilai-nilai yang terkandung dalam sila	D	1
106					dalam sila kedua			kemanusiaan yang adil dan beradab adalah		
107					Pancasila			A. menghargai perbedaan pendapat		
108								B. menghargai hasil karya orang lain		
109								C. memiliki semangat gotong royong		
110								D. menjunjung tinggi prinsip persamaan derajat		

REVIEW OF MULTIDISCIPLINARY EDUCATION, CULTURE AND PEDAGOGY (ROMEO)

	A	B	C	D	E	F	G	H	I	J
100			Siswa dapat menyebutkan nilai-nilai Pancasila yang harus dikembangkan dalam menghadapi tantangan zaman	PG	19	Sebagai warga negara kita harus menyadari bahwa mempertahankan ideologi Pancasila bukan hanya tanggung jawab pemerintah tetapi juga tanggung jawab seluruh rakyat Indonesia. Nilai-nilai Pancasila yang harus dikembangkan dalam menghadapi tantangan zaman adalah		A	1	
101						A. mengamalkan Pancasila dalam kehidupan sehari-hari				
102						B. menerima kemajuan ilmu pengetahuan dan teknologi				
103						C. mempertahankan nilai-nilai asli Indonesia tanpa menerima perkembangan zaman				
104						D. melaksanakan nilai-nilai Pancasila hanya di kalangan sukunya				
105			Siswa dapat mengidentifikasi nilai-nilai luhur Pancasila dalam kehidupan berbangsa dan bernegara	PG	20	Perhatikan hal-hal berikut. (1) menggunakan produk dalam negeri (2) tepat waktu dalam membayar pajak (3) mencoret-coret dinding yang merupakan fasilitas umum. (4) mengucilkan orang-orang yang memiliki keyakinan berbeda. (5) aktif mengikuti kegiatan ronda malam demi keamanan dan ketertarikan masyarakat. Hal-hal yang termasuk nilai-nilai luhur Pancasila dalam kehidupan berbangsa dan bernegara ditunjukkan oleh nomor		B	1	
106						A. (1), (2), dan (3)				
107						B. (1), (2), dan (5)				
108						C. (2), (3), dan (4)				
109						D. (2), (4), dan (5)				
110		Arti, fungsi, dan kedudukan Pancasila sebagai dasar negara dan pandangan hidup	Siswa dapat menyebutkan tiga unsur pokok yang harus dimiliki oleh Pancasila sebagai suatu ideologi	Uraian	1	Sebutkan tiga unsur pokok yang harus dimiliki oleh Pancasila sebagai suatu ideologi!		Logos, yaitu rasionalitas atau penalarannya Pathos, yaitu penghayatannya Ethos, yaitu kesuciannya	4	
111			Siswa dapat menjelaskan kedudukan Pancasila sebagai dasar negara	Uraian	2	Jelaskan kedudukan Pancasila sebagai dasar negara!		Pancasila sebagai dasar negara mengandung arti bahwa Pancasila dipergunakan sebagai dasar (fundamen) untuk mengatur pemerintah negara atau sebagai dasar untuk mengatur penyelenggaraan negara	4	
112			Siswa dapat menyebutkan fungsi Pancasila sebagai dasar negara	Uraian	3	Sebutkan 4 fungsi Pancasila sebagai dasar negara!		Jiwa bangsa, sumber hukum, kepribadian bangsa, cita-cita bangsa	4	
113			Siswa dapat menjelaskan Pancasila menjadi sumber dari segala sumber hukum di Indonesia	Uraian	4	Jelaskan maksud Pancasila menjadi sumber dari segala sumber hukum di Indonesia!		Mengembangkan sikap toleransi antarumat beragama, mengutamakan kepentingan bersama, saling menghargai antar warga, menempatkan musyawarah dalam mengatasi masalah bersama, mengembangkan sikap jujur dan adil kepada sesama (kebijaksanaan guru)	4	
114		Nilai-nilai Pancasila sebagai dasar negara dan pandangan hidup	Siswa dapat menyebutkan contoh perilaku pengamalan Pancasila di lingkungan masyarakat!	Uraian	5	Berilah contoh perilaku pengamalan Pancasila dalam lingkungan masyarakat!		Segala peraturan hukum dan perundang-undangan yang dibuat harus sesuai dan tidak boleh bertentangan dengan nilai-nilai Pancasila	4	

Figure 5. Knowledge Assessment Instrument

d. Experts Validation

The validation phase is conducted by two experts in subject matter and language. Validation is carried out to assess the suitability of the assessment instrument product for use. The validation of the assessment instrument is conducted by two validators, namely Mr. Muhamad Iqbal Baihaqi, M.Pd. as validator 1, and Mrs. Nurul Hidayah, S.Pd. as validator 2. The validation results by validator 1 are as follows: material aspect 80%, construction aspect 86%, and language aspect 100%. The overall average score for all aspects is 88.6%, categorized as very suitable. The validation results by validator 2 show that the material aspect achieves a percentage of 80.00% with a suitable category, the construction aspect obtains a percentage of 80.00% with a suitable category, and the language aspect scores 86.67% with a very suitable category. The overall average suitability score from validator 2 is 82.22%, categorized as very suitable.

In the feedback provided by teachers, one Civic Education teacher, Mr. Hapsah Kadir, S.Pd., participated. The results based on the teacher's feedback show that the material aspect scores 86.67% with a very suitable category, the construction aspect achieves a percentage of 80.00% with a suitable category, and the language aspect scores 85.00% with a very suitable category. The overall average score for all aspects from the teacher's response is 81.90%, categorized as very suitable.

Based on the validation results and the feedback from teachers regarding the developed assessment instrument, it can be concluded that the Civic Education assessment instrument product is categorized as very suitable and can be field-tested.

e. Expert Revisions

Following the validation process by experts, it became evident that the developed product, the assessment instrument, was not exempt from errors and shortcomings. As a result, revisions were made to the assessment instrument product. Some improvement suggestions provided by the validators included errors in question creation for items 2 and 18, where the difficulty level of the questions was deemed too high for middle school students. It was also suggested to clarify images in each critical thinking question to ensure students understand the intent of each question. Furthermore, there were errors in capitalization within sentences and the arrangement of numbering.

f. Product Testing

Before conducting field testing, the researcher initially conducted a small-scale test to assess the readability of the questions to be field-tested. The small-scale test was conducted among 15 students from Class VIII3. The small-scale test involved distributing questionnaires and questions, and the researcher collected student response data. The validity of the student response questionnaire was confirmed after testing it using SPSS 26. The overall results concluded that student responses were valid for items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11.

4.3.2. Discussion of Assessment Instrument Suitability Results

Based on the results of analysis and validity calculations using SPSS 26, it is found that out of 20 items, 18 items are considered valid. The validity of an item is determined by comparing the calculated "r" value to the table value, where the table value is 0.433. An evaluation technique is considered to have high validity if it can fully measure the intended specific abilities (Suharsimi, 2006). Items that were deemed invalid were due to students' lack of precision in understanding the intent of the questions. Reliability analysis results match the student responses and aim to ascertain the reliability of an item. The reliability test calculation for the critical thinking assessment instrument, with 20 items, yields a coefficient of reliability (r_{11}) = 0.810 > table value = 0.433, indicating a coefficient of reliability (r_{11}) of 0.70, interpreted as high. According to (Erfan et al., 2020), the reliability of a test essentially tests the consistency of test questions, consisting of a set of items, when repeatedly administered to the same subjects. The differential power test is used to identify poorly, moderately, fairly, and strongly differentiating items. Among the 20 items, nine items show moderate differentiation: item numbers 2, 3, 4, 5, 6, 8, 10, and 20, while eleven items show strong differentiation: items 1, 7, 9, 11, 12, 13,

14, 16, 17, 18, and 19. Overall, the items are categorized as having good differentiation. As per (Arikunto, 2013), good items have discrimination indices ranging from 0.4 to 0.7, classified as good. The analysis of difficulty level indicates that among the 20 items field-tested, 16 items are categorized as easy, including item numbers 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, and 18. Additionally, four items are categorized as moderate: item numbers 9, 16, 19, and 20. Bistok Sirait in (Hanifah, 2017) states that the difficulty level of an item can be affected by the complexity of the question itself and the conditions of the provided answer choices.

a. Field Findings

Field findings reveal that the assessment instrument developed, in the form of multiple-choice questions, with the subject matter being Pancasila as the foundation of the nation and national philosophy, has both strengths and weaknesses.

b. Strengths of the Assessment Instrument Product

According to the Civic Education teacher at SMP Muhammadiyah 1 Kota Blitar, the critical thinking assessment instrument facilitates the teacher's evaluation of students, particularly in measuring their abilities and understanding of the presented material. Assessment based on the K13 curriculum involves several complex indicators. Regarding attitude assessment, aspects evaluated include gratitude, empathy, caring, responsibility, and cooperation. For knowledge assessment, each question includes indicators that students must fulfill. In skills assessment, aspects evaluated include organization, neatness, innovation/creativity, and timeliness. Through these indicators, it is expected to enhance the quality of teaching in assessing knowledge, attitude, and skills in Civic Education for students of Class VIII at SMP Muhammadiyah 1 Kota Blitar.

c. Weaknesses of the Assessment Instrument Product

According to the Civic Education teacher at SMP Muhammadiyah 1 Kota Blitar, the weaknesses of the assessment instrument product include some stimuli that are not well understood by students, requiring broad thinking and insight to provide stimuli for each question.

5. CONCLUSION

In conclusion, the developed Civic Education assessment instrument, focusing on the theme "Pancasila as the Foundation of the Nation and National Philosophy," demonstrates a high level of suitability for Class VIII students in junior high school. Expert validation showcases a robust overall suitability rate of 88.6%, with material validation at 83.8% and language validation at 94.4%, all qualifying under the "very suitable" category. Furthermore, the practicality assessment underscores its alignment with instructional objectives, competencies, indicators, and critical thinking evaluation, attaining an 80% suitability rate, with critical thinking alignment achieving a notably higher 89% suitability rating.

Moreover, the statistical analyses support the alternative hypothesis (H1), confirming the instrument's aptness for adoption in SMP Muhammadiyah 1 Kota Blitar.

Simultaneously, the null hypothesis (H₀) is refuted. In light of these outcomes, educators are encouraged to seamlessly incorporate the assessment instrument into their pedagogical strategies, while future research could explore expanding the instrument's scope to encompass a broader range of subjects. This study, overall, establishes the instrument's efficacy and suitability, while also paving the way for its continued refinement and successful implementation in educational contexts.

REFERENCES

- Arikunto, S. (2013). *Prosedur penelitian suatu pendekatan praktik*. Bumi Aksara.
- Arikunto, S. (2021). *Penelitian tindakan kelas: Edisi revisi*. Bumi Aksara.
- Erfan, M., Maulyda, M. A., Hidayati, V. R., Astria, F. P., & Ratu, T. (2020). Analisis kualitas soal kemampuan membedakan rangkaian seri dan paralel melalui teori tes klasik dan model rasch. *Indonesian Journal of Educational Research and Review*, 11–19.
- Hanifah, N. (2017). Perbandingan Tingkat Kesukaran, Daya Pembeda Butir Soal Dan Reliabilitas Tes Bentuk Pilihan Ganda Biasa Dan Pilihan Ganda Asosiasi Mata Pelajaran Ekonomi. *Sosio E-KONS*, 6(1), 41–55.
- Khaeruddin, K. (2016). Fostering Critical Thinking Skill through Optimizing Science Process Skills in Physics Learning. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 6(6), 103–108.
- Nufus, S. H., Gani, A., & Suhendrayatna, S. (2017). Pengembangan Instrumen Penilaian Sikap Berbasis Kurikulum 2013 Pada Pembelajaran Kimia SMA. *Jurnal Pendidikan Sains Indonesia (Indonesian Journal of Science Education)*, 5(1), 44–51.
- Rivai, A., & Sudjana, N. (2009). Media pengajaran. Bandung: Sinar Baru Algensindo.
- Sudrajat, D. (2016). Portofolio: Sebuah model penilaian dalam kurikulum berbasis kompetensi. *Intelegensia: Jurnal Pendidikan Dan Pembelajaran*, 1(2), 1–8.
- Sugiyono. (2014). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Suharsimi, A. (2006). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta, 120–123.
- Suryabrata, S. (2008). *Pengembangan tes hasil belajar*. -.
- Wieman, C. E., Adams, W. K., Loeblein, P., & Perkins, K. K. (2010). Teaching physics using PhET simulations. *The Physics Teacher*, 48(4), 225–227.