

Analysis of teachers skills social science Gunung Mas reGENCY compile NSSE

I Ketut Sukajaya

guruketuts@gmail.com

Widyaiswara Madya LPMP Kalimantan Tengah, Indonesia

Abstract

Preparation of questions which correct and standard not an easy thing, including preparing National Standard School Exam (NSSE) items. This research aims to describe the skills of technical guidance participant teachers in: (1) to compose the question lattices of NSSE, (2) to make the question card based on the question lattices, and (3) to compile the script about NSSE. This research is a quantitative descriptive. The subjects of this research are teachers member of Deliberation of Subject Teachers Social Science Junior High School of Gunung Mas Regency, who are participant technical guidance preparation of NSSE questions amounted to 34 people from 12 districts. Data collection was done by using the instrument of the study of question lattices, question card preparation, and assembling of the manuscript question. The results of data analysis show that the skills of teachers in (1) composing the question lattices with an average score of 74.38; (2) making question cards on the question lattices with an average score of 72.85, and; (3) preparation of NSSE question with the average score of 68.59 is quite good.

Keywords: analysis, skill, social science, National Standard School Exam, NSSE

INTRODUCTION

Lesson assessment is no longer defined narrowly as an assessment of learning, but rather extends to assessment for learning (Stiggins, 2004) and continues through assessment as learning (Minitoba Education, Citizenship, and Youth, 2006). According to Palupi (2016) assessment of learning is an attempt to determine the increase, achievement, and lack of student competence after following the learning refers to the curriculum document. The means that assessments are made to measure and ensure achievement of learning objectives. It is in line with Sugianto's (2016) statement talking about testing in the teaching and learning. It is said that testing and teaching are closely

interrelated to each other because the success of teaching cannot be measured and known without conducting a test.

Indonesia Government Regulation Number 19 The Year 2005 regarding National Education Standard suggests that assessment is the process of collecting data and information processing to measure the achievement of learners' learning outcomes. Implementation of the assessment of students' learning outcomes according to Permendikbud Nomor 23 the year 2016 on Education Assessment Standards conducted by (1) educators aimed to monitor and evaluate the process, learning progress, and improvement of learning outcomes of learners on an ongoing basis; (2) the unit of education aims to assess the achievement of the Graduate Competency Standards for all subjects, and; (3) The Government aims to assess the achievement of national graduate competence on certain subjects.

Assessment of learning outcomes of learners conducted by educational units includes the National Standard School Exam (NSSE), and School Exam classified assessment of learning (assessment of learning). The implementation of NSSE is an act of measuring the achievement of students' competence by schools for certain subjects by referring to the Graduate Competency Standards to gain recognition of the learning achievement (Dikdasmen, 2017). While school exam is a measurement and assessment of student achievement of Graduate Competency Standards for subjects not tested in NSSE and done by the school.

The implementation of NSSE in schools requires an instrument in the form of an NSSE script package assembled according to the NSSE questions lattices by the Deliberation of Subject Teacher (DST). The NSSE question lattices set by the National Education Standards Board is a reference for developing and assembling the NSSE manuscript compiled based on the Graduate Competency Standards achievement criteria, content standards, and applicable curriculum. Based on the NSSE question lattices, then DST will arrange 75% - 80% of the total item required.

The question lattices of the NSSE includes the type of school, subject, curriculum, time allocation, question form, number of questions, lesson year, basic competence, class/semester materials, content/questionnaire, cognitive level of questions, and number of questions. Furthermore, based on the gratings, teachers who are members of the DST compose a question card containing the components: type of school, class, subject, curriculum, lesson year, problem writer, basic competence, material, indicator, reference book/reference, cognitive level of questions, problem numbers, item, key

answer, and discussion (Kemendikbud, 2016). Each question card only contains one item. Based on the question card that has been prepared, then done the assembly manuscript about NSSE.

Preparation of NSSE issues should be oriented to the dimensions of thinking processes in Bloom's Taxonomy as perfected by Anderson & Krathwohl (2001), consisting of knowing-C1, understanding-C2, applying-C3, analyzing-C4, evaluating-C5), and creating -C6. The NSSE issues consist of three cognitive levels, namely: (1) level 1 understanding, (2) level 2 implementation, and (3) level 3 reasoning.

Problem level 1 NSSE of understanding shows: (a) basic memories and understanding of the subject matter and can make simple generalizations; (b) the basic level of problem-solving in learning, at least in one way; (c) a basic understanding of graphs, labels, and other visual materials; (d) the ability to communicate basic facts using simple terminology. On a matter of level 2 about a characterized application it can: (a) demonstrate knowledge and understanding of the subject matter and be able to apply ideas and concepts in a particular context; (b) interpret and analyze information and data; (c) solving routine problems in the lesson; (d) interpreting graphs, tables, and other visual materials; and; (e) clearly communicate and organize the use of terminology. While the question of level 3 on reasoning contains parameters can: (a) show broad knowledge and understanding of the subject matter and can apply ideas and concepts in familiar situations, as well as in different ways; (b) analyze, synthesise, and evaluate factual ideas and information; (c) describes factual conceptual and factual relationships; (d) to interpret and explain complex ideas in the lesson; (e) expressing concrete and accurate ideas using the correct terminology; (f) solving problems in various ways and involving multiple variables, and; (g) demonstrating the original ideas.

Components analyzed as the feasibility of an NSSE problem includes aspects: content questions, language aspects, and construction questions (Kemendikbud, 2017). These three aspects must be correctly implemented in the practice of preparing the questions.

Coverage of content aspects includes the following: (1) in accordance with the indicators; (2) does not contain elements of tribe, religion, race, pornography, politics, propopaganda, and violence; (3) using an interesting stimulus (new, encouraging learners to read); (4) using a contextual stimulus (images, graphics, texts, visualizations, etc., according to the real world); (5) measure the cognitive level of reasoning (analyze, evaluate, create); the answer

is implied in the stimulus; (6) choice of homogeneous and logical answers, as well as; (7) every question there is only one correct answer.

Question construction aspects include: (1) the question is formulated briefly, clearly and firmly; (2) the main formulation of questions and answer choices is a necessary statement only; (3) the subject matter does not give a hint to the key answer; (4) the question of freedom from the statement of a negative nature; (5) pictures, graphs, tables, diagrams, or the like are clear and functional; (6) the length of choice is relatively the same answer; (7) the answer option does not use the statement 'all the above answers are false' or 'all the above answers are true' and the like; (8) choice of answers in the form of numbers/time arranged in order of magnitude of numbers or chronological, and; (9) the item does not depend on another answer. The compiled questions must also comply with the rules of the language aspects which include: (1) using language in accordance with Indonesian language rules, for regional and foreign languages in accordance with their principles; (2) not using the local or taboo language; (3) the question of using a communicative sentence, and; (4) the choice of answer does not repeat the same word or group of words, unless it is a unified whole.

The indicator of the prepared questions should be formulated briefly and clearly, with the following conditions: (1) Indicators about using a measured operational verb; (2) should use the stimulus (basic questions) in the form of images, graphs, tables, experimental data, curves, discourses, or cases that can stimulate or motivate thinking learners before determining choice answers; (3) questions can be made and the choice of answers (for multiple choice questions); (4) The formulation of indicators should be complete questions include four components, namely: (a) the audience is the subject to be measured, in this case is the learner; (b) behavior is the specific behavior that will be raised by the learner; (c) condition that is condition limitation given to learners (stimulus problem), and; (d) degree is the level of success of learners in achieving the behaviors shown by the minimal limit of the appearance of a behavior that is considered acceptable.

Based on the above description of the definition and requirements that must be met in the preparation of NSSE is certainly not an easy thing for teachers to produce a standard and quality manuscript. To compile the problem of NSSE Social Science Junior High School which will be used as a script about the exam, this becomes a problem how the skill of Social Science Junior High School teachers in Gunung Mas regency of Central Kalimantan in preparing NSSE questions, especially about the multiple choice form?

METHOD

This research is quantitative descriptive. Referring to Whitney (1960), the descriptive method is fact-finding with the correct interpretation, whose purpose according to Nazir (2005) is to make a systematic, factual and accurate description, description or painting of the facts, .

The subjects of this study were 34 teachers of DST Social Science Junior High School of Gunung Mas District, Central Kalimantan Province, who came from representatives of 12 sub-districts and were participants of Technical Guidance Preparation of NSSE Problem held by Education Office of Gunung Mas Regency. Technical guidance activities and the compilation of the question was held on March 13 to 16, 2017. In the preparation of NSSE problem the participants are divided into four groups, namely: (1) group 1 (kecamatan: Damang Batu, Manuhing, and Rungan Barat); (2) group 2 (kecamatan: Kahayan Hulu Utara, Mihing Raya, and Rungan); (3) group 3 (kecamatan: Kurun, Miri Minasa, and Sepang), and; (4) group 4 (sub-district: Manuhing Raya, Rungan Hulu, and Tewah). The division of the group to facilitate the organization of work resulting in four packages of script questions.

The purpose of this study is to describe the skills of IPS teachers of SMP Kabupaten Gunung Mas Central Kalimantan in (1) arranging the question lattices about NSSE, (2) making problem cards, and (3) arranging packets about NSSE. Analysis and assessment did on the resulting documents in the form of (1) lattice problem, (2) question cards, and (3) questions that have been assembled in the form of a script about NSSE. Assessment technique using document review instrument. For the question lattices questions and question cards about things that are assessed is the completeness of the component, the accuracy of the contents, and the truth content. As for the items are assessed based on three aspects, namely the content, construction aspects, and linguistic aspects. Data analysis technique using Milles Model and Haberman (1994) is data presentation, data reduction, and conclusion.

The NSSE drafting sequence begins with composing a lattices of questions divided into four groups of teachers, outlined by the National Education Standards Board. After the preparation of the question lattices is completed, followed by making the question card by each teacher group, as shown in the diagram below.

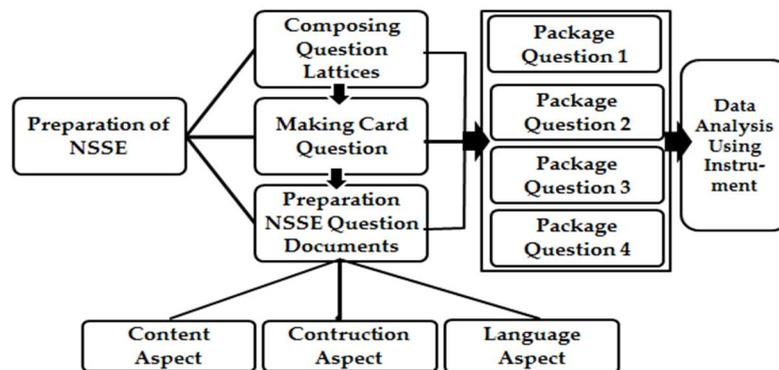


Figure 1. The NSSE Drafting Diagram

Based on the question card that has been created, then each teacher group will arrange each one package of NSSE question consisting of 32 items in the form of multiple choice. Question should be compiled to meet aspects of content, construction aspects, and aspects of the language. Thus it will be composed of four packages of questions equipped with a lattices of questions and question cards. Each package of questions will be analyzed by using the instrument of study questions that have been provided.

FINDINGS AND DISCUSSION

Processing results and discussion of data in this study consists of three aspects, namely: (a) preparation of the question lattices about the NSSE, (b) question card making, and (3) preparation of NSSE question document.

a. Preparation of NSSE Question Lattices

The analysis of the skill of technical guidance participants in preparing the lattice docuBased on the question card that has been created, then each teacher group will arrange each one package of NSSE problem consisting of 32 questions in the form of multiple choice. Problems should be compiled to meet aspects of content, construction aspects, and aspects of the language. Thus it will be composed of four packages of questions equipped with a grid of questions and question cards. Each package of questions will be analyzed by using the instrument of study questions that have been provided.ment about NSSE is done by reviewing and assessing the lattice documents about which have been prepared, presented in the following data table.

Table 1. Data Preparation of Question Lattices

Group	District	Preparation of Question Lattices			Average
		component completeness	stuffing accuracy	truth content	
1	Damang Batu, Manuhing, and Rungan Barat	83.4	70.5	68.6	74.17
2	Kahayan Hulu Utara, Mihing Raya, and Rungan	86.3	78.6	71.1	78.67
3	Kurun, Miri Minasa, and Sepang	80.8	73.7	66.9	73.80
4	Manuhing Raya, Rungan Hulu, and Tewah	81.6	67.4	63.6	70.87
Average		83.03	72.55	67.55	74.38

Each group composed a package of lattice questions. Each lattice package consists of 32 lattices question for multiple choice question. Based on the data in the table above for the completeness of documents with an average score of 83.03 is good. Most of the question lattices produced by each working group have been able to fill the lattice components of the question well. Some components that are still not complete are filled in the cognitive level columns of questions and numbers of questions. For the cognitive level, the question is caused by some technical guidance participants still have not been able to analyze and distinguish the question that pertained to the level of understanding, application, and reasoning. As for the number of questions, participants technical guidance compiler question some still not include the number question because it has not set up the distribution and mapping questions.

In the aspect of stuffing accuracy got average score 72.55 quite good enough. Some of the participants' obstacles in filling this aspect include the inaccuracy in filling out the matrix question lattices column, and there are several empty columns. While on the aspect of the truth of the content obtained an average score of 67.55 into the category quite well. Some findings of constraints in the analysis of the truth of this content include the synchronization between the question indicator and the basic competence, determine the cognitive level qualifications of the questions based on the indicators that have been prepared, and the writing between the scope of material with material content that sometimes the same contents.

Graphically, the ability of each working group in preparing the question lattices of NSSE is presented in the following graph.

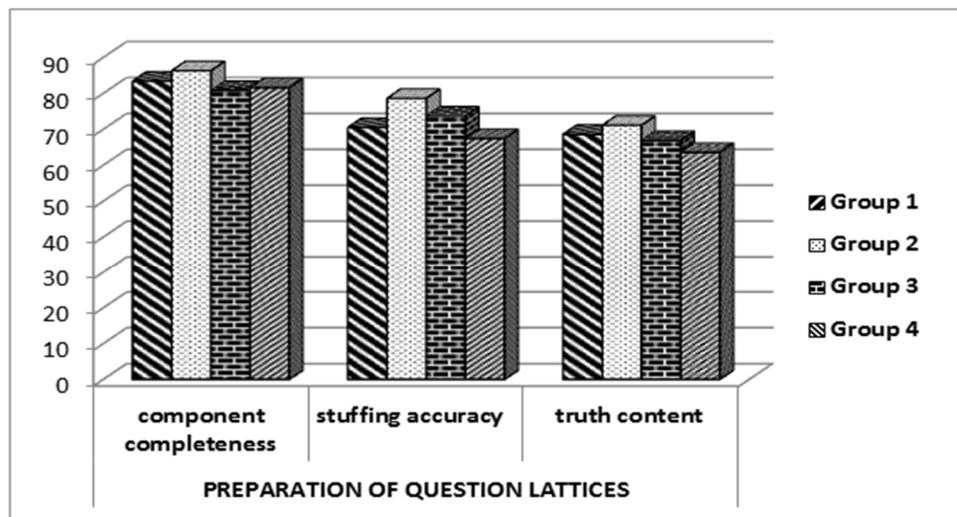


Figure 2. Graph Preparation of Question Lattices

Looking at the above graph it appears that group 2 consisting of teachers from Kahayan Hulu Utara, Mihing Raya, and Rungan sub-districts obtained higher mean scores than groups 1, group 3, and group 4. This was due to group 2 in the more active investigator in a discussion before deciding to do each of these tasks. Also, Group 2 also implements the system of each completed work which is subsequently corrected by each member and given input for improvement. Overall, however, each group has worked optimally, and the average score for the preparation of the question lattices problem of 74.38 is quite good.

b. Making Card Question

The skills of technical guidance participants in preparing the card documents about NSSE were analyzed by reviewing and assessing the card documents about which had been prepared which each group composed 32 question cards or 80% from 40 items about the multiple choice form, presented in the following data table.

Table 2. Data Making Question Card

Group	District	Making Question Card			Average
		component completeness	stuffing accuracy	truth content	
1	Damang Batu, Manuhing, and Rungan Barat	80.6	69.2	65.1	71.63
2	Kahayan Hulu Utara, Mihing Raya, and Rungan	84.5	71.4	75.2	77.03
3	Kurun, Miri Minasa, and Sepang	75.4	67.6	63.8	68.93
4	Manuhing Raya, Rungan Hulu, and Tewah	82.2	70.5	68.7	73.80
Average		80.68	69.68	68.20	72.85

Pay attention the data in the table above shows that the ability of technical guidance participants to fill the completeness of the components obtained an average score of 80.68 is good. Good ability to fill this component is influenced by their skill in filling in the components in the previous lattice document. Components that are still incomplete filled mainly in the field determine the type of cognitive level problem and discussion of the problem. At the cognitive level, the question of the participants is still not fully understood the categories of questions included in the level of understanding, application, and application.

Related to the accuracy of the contents of the average score of 69.68 participants is quite good. Things that are still considered less than the maximum is there are some mistakes in filling in basic competence and reference books. As for the truth content reaches an average score of 68.20. The weakness of the participants can be seen from their ability to make an indicator about the problem related to the required basic competencies.

Overall, it can be stated that the ability of technical guidance participants in the making of the questions about the average achievement is 72,85. From the group of teachers making the lattice, the highest score was achieved by teachers from Kahayan Hulu Utara, Mihing Raya, and Rungan sub-districts and the lowest score was achieved by group 3 from District of Kurun, Miri Minasa, and Sepang.

c. Preparation of NSSE Question Document

The results of the analysis on the skills of technical guidance participants in preparing the script about NSSE is done by reviewing and assessing the items that have been prepared. Aspects reviewed include aspects of the content,

aspects of question construction, and language aspects, presented in the following data table.

Table 3. Data Preparation of NSSE Question Document

Group	District	Preparation of Question Document			average
		content aspect	construction aspect	language aspect	
1	Damang Batu, Manuhing, and Rungan Barat	62.5	64.2	75.1	67.27
2	Kahayan Hulu Utara, Mihing Raya, and Rungan	66.4	67.7	80.3	71.47
3	Kurun, Miri Minasa, and Sepang	63.1	61.3	74.6	66.33
4	Manuhing Raya, Rungan Hulu, and Tewah	61.7	66.8	79.4	69.30
Average		63.43	65.00	77.35	68.59

Analysis of aspects of content obtained an average score of 62.5 quite good. The weakness of the participants that emerged in this aspect, especially on the ability of teachers to arrange the problem is not by the indicators. This arises because of the low ability of the compiler in interpreting the meaning of the indicator and operational verbs contained in the indicator. Besides, the factors that become the element of teacher weakness in arranging problem for content aspect include: using non-contextual stimulus (picture, graphic, text, visualization, etc., according to the real world), and answer choice not yet homogeneous.

Related aspects of construction about the average acquisition of technical guidance participants score of 65.00. Some of the factors that need attention to be improved and become a concern in the preparation of items related to aspects of the construction of problems are the matter of formulated in length, blurry meaning, and less assertive. Some of the main formulation of questions and choices of answers prepared by participants technical guidance is a statement outside the necessary revelation. There are still some questions that contain the subject of having multiple negative statements. Besides that also encountered images, graphics, tables, or diagrams that were not accompanied by a description or picture number. Viewed from the aspect of language on the preparation of the problem has shown a good thing with the achievement of an average score of 77.35.

The achievement of each aspect on the preparation of NSSE issues for each group was presented in the following graph.

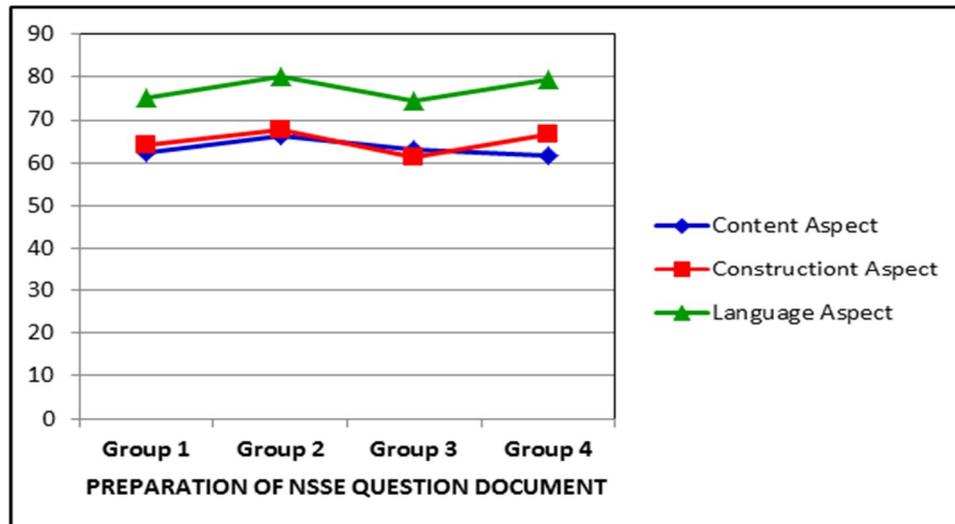


Figure 3. Graph Preparation of NSSE Question Document

Based on the graph mentioned above can be expressed in the aspect of language use, the compiler of the problem does not encounter obstacles though it must be improved. The weakness of the compiler problem in the whole group is on the material or content with the lowest average score is 63.43. Namu when viewed from all aspects, the four groups of teachers have been able to compile the NSSE problem with the average score of 68.59 is quite good.

The question of NSSE which made by the teacher member of Deliberation of Subject Teachers Social Science Junior High School of Gunung Mas Regency consisting of 4 packages of questions will continue to be used as a question of NSSE as much as 1 package, the question of reserve as much as 1 package, and the follow-up question as much as 2 packages. This teacher-assisted question will be combined with the question made by the Education and Culture Ministries with the composition of 80% and 20%.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussion in the research conducted on the Technical Guidance of Preparation of NSSE Problem on the teachers member of Deliberation of Subject Teachers Social Science Junior High School held by the Education Office of Gunung Mas Regency, the results of data analysis show the skills of teachers in (1) arranging the question lattices question with the average score 74,38; (2) making question cards based on the question lattices with an average score of 72.85, and (3) preparation of NSSE question item with the average score of 68.59 is quite good.

Related analysis of data about the preparation of NSSE script can be concluded that in the aspect of content reaches score 64.43, construction aspect reach score 65.00 and in language aspect get score 77.35. Thus, in general, it can be concluded that teachers Social Science Junior High School in Gunung Mas Regency of Central Kalimantan Province quite skilled in preparing question NSSE Social Science Junior High School.

Suggestions raised in this study should teachers always improved pedagogic competence, especially in the preparation of test instruments such as the preparation of good and standardized questions. The Education Office and relevant stakeholders need to implement training aimed at increasing teacher competence and professionalism. For further research can be examined about the test results of question already used in the NSSE in Gunung Mas Regency.

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