www.bircu-journal.com/index.php/birci
Budapest International Research and Critics Institute-Journal (BIRCI-Journal)
Humanities and Social Sciences
ISSN 2615-3076 Online)
ISSN 2615-1715 (Print)
Budapest Institute

Development of Standard Instruments for Assessment of Performance Assessment of Android-Assed Regional Song for SMP

M Arvin Nugroho[1], Supriyadi[2], Wahyu Lestari[3]
[1,2,3] *Universitas Negeri Semarang*
arvinnugroho730@students.unnes.ac.id, supriyadi@mail.unnes.ac.id, wahyupyarlestari@mail.unnes.ac.id

Abstract

Development of a standard instrument for assessing performance in singing folk songs with the help of android is a development research with four problem formulations.The research method uses a research and development whose steps are adapted from the addie model. The results of the study resulted in a teacher's guide book and an android application containing standard instruments for assessing singing performance with the help of android, namely 1) the results of the needs analysis obtained by the standard instrument for assessing the performance of singing folk songs did not meet the requirements of validity, reliability, and practicality, 2) instrument validation was carried out by 4 validators, the instrument is worthy of testing with revisions, 3) reliability is analyzed using the analysis of intraclass correlation coefficients (correlation coefficients) intraclass .) has a score of 0.826. Large-scale trials were carried out in two schools, namely SMP Negeri 9 Teluk Keramat with an 0.891 (SMPNegeri 5 Pontianak an average measure of 0.979 (very high). 4) instrument construct validation was analyzed using comparative analysis with one-way ANOVA it was obtained that the value of kmo > 0.5, i.e. 0.78 was declared valid. 5) The practicality of the instrument was analyzed by means of a questionnaire, it was obtained that the score interval had the lowest practicality value of 48 and the highest 80 of 20 teacher respondents and was declared practical. The conclusions of the development research carried out resulted in a teacher's guide book and an android application containing standard instruments for assessing performance in singing folk songs with the help of android. Teachers can use teacher manuals and applications in classroom learning when conducting learning evaluation activities.

Keywords
Android; instruments; singing regional songs; assessment standards

I. Introduction

Education is an activity of learning the knowledge, skills, and habits of a group of people passed down from one generation to another through teaching, training, or research. Education often takes place under the guidance of others, but it is also possible to be self-taught. There are three important components in the field of education, namely objectives, learning activities and assessment. Of the three components, it is called the three anchor points, which are mutually consistent relationships related to each other (Wijayanti & Mundilarto, 2015, p. 130).

Assessment in the learning evaluation process has an important position in the ongoing good and effective learning process according to the 2013 Curriculum. Assessment activities that take place systematically and continuously serve to obtain

DOI: *https://doi.org/10.33258/birci.v5i2.5346*

information about the process or learning outcomes of students, in order to determine decisions based on predetermined criteria. (Tausih & Marno, 2021, p.140).

Continuous assessment system to assess all basic competencies, analyze results and follow up in the form of enrichment or improvement programs (Mardapi, 2017, p. 12). Assessment is also used to measure the level of success in a teaching program.

The implementation of the assessment is in accordance with the RI Law Number 20 of 2003 (Ahmad, et al, 2017, p. 128) article 58 paragraph (1) concerning the National Education System, the assessment of student learning outcomes is carried out by educators to monitor the process, progress and improvement of learning outcomes on an ongoing basis . Permendikbud 23 of 2016 concerning the assessment of learning outcomes contains 3 aspects, namely Attitudes, Knowledge, and Skills which are used as the final report on teacher assessment of student learning outcomes. The assessment is carried out using various instruments, and various sources to make it more comprehensive. Assessment is carried out effectively to collect complete and accurate information on the achievement of student learning outcomes in order to produce the right decisions.

Assessment refers to all assessment information provided by the teacher to make decisions about student and class learning outcomes. Information about students can be obtained informally such as verbal observations and changes, or formally with tests, homework, and written reports (Mahdiansyah, 2019, p.49).

Commonly used assessment tools (grading scales, checklists, rubrics) various assessment objectives in music learning are (1) to meet state, national, and school mandates; (2) to provide documentation for the value; (3) improve musical ability and individual understanding; and (4) to improve teaching (Pellegrino, Conway, & Russell, 2015, p. 48).

The results of observations made on learning the art of music which is very often practiced include singing and playing musical instruments. Singing material is a mandatory material in the odd semester of CHAPTER 2 in learning the art of music in junior high schools, in the 2013 curriculum emphasizing basic competencies. Based on the syllabus for the art of music, students are taught the basic competencies of understanding the techniques and styles of singing folk songs. The results of interviews and observations conducted on 25 May 8 June 2021 in 3 schools, namely SMP Negeri 5 Pontianak, SMP Negeri 3 Teluk Keramat, and SMP Negeri 9 Teluk Keramat, the results show the instruments used by teachers in evaluating student learning outcomes in singing folk songs. not equipped with scoring guidelines, it can be said that they do not have a guide book in assessing because the teacher assesses students only by seeing students can sing, so that in assessing the teacher has not been on target in assessing the results of student performance in singing folk songs.

The instrument used by the teacher is also not standardized (valid and reliable), because the teacher does not understand how to make an assessment instrument, especially the performance assessment instrument for singing folk songs. The process of assessing learning outcomes needs an observation sheet with assessment indicators to measure students in music lessons, the assessment indicators used are still not suitable for assessing singing ability and there are still many singing assessments that are assessed subjectively by the teacher, so the evaluation results are not in accordance with the assessment objectives (Eris, 2016, p. 82).

The instrument used by the teacher is still general in nature, only in the form of an assessment sheet, not equipped with indicators that are appropriate for the assessment in the material for singing folk songs. The selection of assessment techniques for teacher students is still not appropriate, so the results of the assessment have not been able to

provide information on the results of learning to sing student folk songs authentically, because the teacher in assessing student skills focuses only on the aspect of assessing students can sing folk songs, if students can sing folk songs was considered successful in learning.

Current technological developments should be used as a tool to create an application-based assessment model, technological developments also make the education sector, especially in terms of making assessments more practical, such as using laptop or mobile phone media as an assessment instrument in assessing student performance (Surahman & Setiawan , 2017, p. 36). Based on the description of the background, the authors develop a standard instrument for assessing performance in singing folk songs with the help of android for junior high school students that is valid, reliable and practical.

II. Research Method

Uses a research and development approach which is adapted from the research design model from Mardapi which uses 10 research steps. of the 10 steps of research the researcher adapts to the development design model from Dick and Carry (Hamzah, 2019, p. 25) namely the ADDIE Model where there are 5 stages, namely Analyze (Analysis), Design (Design), Development (Development), Implementation (Implementation), and Evaluation (Evaluation).

III. Result and Discussion

The results of the research on the development of standard instruments for performance assessment of singing folk songs in the form of a teacher's manual and android-assisted applications in junior high schools (SMP) consisting of 12 indicators. The resulting product is expected to be able to provide authentic evidence of students' singing abilities and be able to provide information on student learning outcomes and student learning difficulties in singing folk songs with singing styles and techniques.

3.1 Needs Analysis Standard instrument for performance assessment of singing folk songs with the help of android

Needs analysis was carried out by interviewing 3 teachers of arts and culture subjects in three schools, namely SMP Negeri 3 Teluk Keramat, SMP Negeri 9 Teluk Keramat, and SMP Negeri 5 Pontianak. The needs analysis stage has the aim of collecting information about performance assessment instruments through interviews with art and culture teachers. Collecting data regarding the performance assessment instruments used and the materials contained in music learning resources for class VIII which are applied in the field.

The results of interviews from the three cultural arts teachers who were interviewed gave similar answers that:

1. The school system still uses a simple assessment so that the student's practice scores are sometimes only a report.
2. Practical facilities at the three schools are complete enough to carry out the singing learning process, but are rarely used only when students are doing practical lessons.
3. Assessment of performance in schools is indeed less supportive to assess students' ability to sing folk songs, so an update is needed in the assessment of singing performance.

4. At the needs analysis stage, information was obtained that the obstacles experienced were performance assessment in the evaluation of the material for singing folk songs, one of the obstacles experienced was in conducting the assessment the teacher still did not understand the scoring guidelines in unclear instruments so that the instruments used were difficult to use. The components assessed are also difficult to observe, so they tend to be ignored and not used.

In relation to the experience of teachers in developing the instruments used in conducting singing assessment activities so far, it can be seen through the number of responses, percentages, and the priority of the choice of device/instrument use as summarized in table 1 as follows:

Table 1. Use of Assessment Instruments

Order	of Assessment Devices	Number of Response	Percentage
1	Grid and Task	3	100%
2	Observation Sheet	1	30%
3	Assessment Rubric	0	0%
4	Assessment Procedure	0	0%

N=3

The data obtained shows that the teacher prepares a grid and a test before carrying out the assessment activities. Observation sheets, assessment rubrics and assessment procedures were not made because the assessment used by the teacher was adopted from description tests that already had an assessment tool in the form of an assessment procedure. Based on the results of the responses of the teachers, it can be concluded that so far the main teacher mastery is only compiling grids and description tests, which is due to the understanding of the development of assessment rubrics and assessment procedures that are not widely understood by teachers.

The results of interviews conducted with art and culture teachers related to the assessment method used to measure student competence in the singing of folk songs used by teachers, namely written tests and performance tests. Based on the results of interviews, each teacher has the same priority on the assessment method, as summarized in table 2 as follows:

Table 2. Assessment Method

Order	of Assessment Devices	Total	Percentage
1	Written Test	3	100%
2	Performance Test	3	100%

N=3

Results from table 2 obtained from the responses of the teachers who were interviewed, it can be concluded that the teacher places the assessment method for singing folk songs with the same priority, namely the written test and the performance test.

The existence of a tool to assess students' ability to sing folk songs is not only useful for testing student mastery, but also to improve students' ability to sing correctly and correctly. Discussions conducted by researchers with teachers revealed that teachers really need appropriate performance instruments in assessing students' singing abilities and improving literacy to support teachers' knowledge of performance assessment instruments for singing students' folk songs.

3.2 Design of Android-Assisted Standard Instruments for Performance Assessment of Singing Regional Songs.

Results of the needs analysis revealed that the performance assessment instruments used, the textbooks used, and the learning process carried out by the teacher, did not yet have a standard performance assessment instrument to assess students' singing skills. At the design stage of making standard instruments for performance assessment of singing folk songs with the help of Android, it includes: determining performance assessment instruments, instrument grids, and product development, and the process of making applications for standard instruments for performance assessment of singing folk songs with Android assistance as follows:

3.3 Determination of instruments Performance appraisal

At the stage of determining the performance appraisal instrument, the product developed is in the form of an assessment format that contains: a description of the performance appraisal, assessment objectives, grids, observation sheets, rubrics, assessment guides, gradations of performance levels, and criteria. in evaluating learning. The assessment instrument is also in the form of an android-assisted application to make it easier for teachers to evaluate the performance assessment of singing folk songs.

The results of the research on developing standard instruments for assessing performance in singing folk songs for SMP students assisted by android include the results of the development of assessment instruments, the results of expert expert validation (pre-trial data) and the results of instrument trials both in limited trials and large-scale field trials. The performance assessment instrument is an assessment instrument used to assess student skills in the cultural arts (music) learning process, so the scope of the assessment includes: knowledge, attitudes, and skills (processes) carried out during the learning evaluation process. Research development includes the development of student practice assessment instruments. The development of performance appraisal instruments aims to prove the validity and reliability of the instrument as an assessment measuring tool.

3.4 Instrument Grid

At the instrument grid stage, the researcher began to compose a performance assessment instrument grid in a basic competency column table compiled in accordance with the regulations of the minister of education and culture. In the indicator column, the preparation of 12 aspects of singing folk songs is in accordance with authentic assessment indicators, namely knowledge, attitudes and skills. The design of the instrument can be started from the preparation of an instrument grid based on concepts and theories regarding the assessment of the performance of singing relevant regional songs so that the grid of instruments designed includes standard instruments for assessing performance of singing regional songs for students which are used by teachers to assess the results of student performance and observation instruments by teachers that can be used as raters. Then after the instrument grid has been compiled, a standard instrument application product for performance assessment is designed to sing folk songs with the help of Android. The grid for this observation instrument, there are 12 items of indicators for the distribution of standard items for assessing the performance of singing folk songs, which can be presented in table 3.

In the indicator column there are 12 indicators in assessing the performance of singing folk songs. In the last column there is a description column, namely a description of 12 indicators in assessing student success in singing folk songs. The grid of assessment instruments can be seen in table 3 as follows:

Table 3. Grid of instruments for Standard Performance Assessment of

Basic Competencies	No	Indicators	Observed
4.1 Singing Regional Songs	1	Mastery of Songs	Mastering traditional songs sung in one of the songs given by the teacher .
	2	Deepening	deepening of appreciation when singing folk songs that are sung.
	3	Harmony with the music (Musicality)	The harmony of the sound with the musical accompaniment of the song being performed.
	4	Body	Attitude Body posture when singing a song, the chest area is slightly swollen forward, not hunched over, and relaxed.
	5	Tempo	The accuracy of the folk songs that are sung
	6	Rhythm	The accuracy of the rhythm of the folk songs.
	7	Intonation	The accuracy of high and low notes in folk songs that must be reached when singing.
	8	Articulation Vocal	pronunciation (a, i, u, e, o) is very clear in folk songs that are sung.
	9	Phrasing	The appropriate sentence fragment in the folk anthem that is sung.
	10	Breathing	Accuracy in performing the breath on the song being sung.
	11	Dynamics	The accuracy of the dynamics in the sung folk song.
	12	*Stage Action* (Performance/style)	Harmony of movement with folk songs performed, mastery of songs, and mastery of stage.

The rating scale presented in table 4.3 grid of standard performance assessment instruments uses a scale of 4 for the answer choices, namely: 4 Very Appropriate (ST), 3 Exactly (T), 2 Fairly Appropriate (CT), and 1 Less Precise (KT).

Table 4 Standard Scale for Performance Assessment

No	Answer Criteria	Assessment Score
1	Very Appropriate (ST)	4
2	Enough (C)	3
3	Fairly Appropriate (CT)	2
4	Inappropriate (KT)	1

3.5 Product Development

Phase of product development researchers develop performance assessment instruments psychomotor realm. The psychomotor domain is a type of learning outcome which is achieved through manipulation skills involving muscles and physical strength. Learning outcomes in the psychomotor domain of students follow the learning process or after the learning process. Assessing the performance instrument, the teacher must prepare at least two documents, namely:

The instrument compiled refers to the assessment indicators. The next steps that must be taken when compiling a performance assessment are as follows:

1. Prepare questions/worksheets/task sheets/work orders, the steps are as follows:
   1) Observing the instrument grid.
   2) Formulate the form of questions/worksheets/task sheets/work orders based on indicators.
   3) Form of questions / Items Questions.
2. Compile an observation sheet/observation sheet.

In the tests carried out, the scoring method is as follows:

1) Using analytic scoring.
2) Using a Likert scale scoring (1-4)
3) Describe the observed aspects
4) Write the selected observation instruments based on the aspects of singing folk songs into a table.
5) Reviewing the observational instruments that have been written to ensure that they are good so that the instrument has high validity.

Table 5. Observation Sheet for Performance Assessment
Singing Regional Songs

Instructions

Read the statement of tolerance points carefully and carefully. Put a checklist (√), in the yes and no answer boxes and give an assessment score of 4, 3, 2, 1 according to the scoring rubric. The available answer choices do not state right or wrong but the actual state of the student.

Student Name : …….
Class : …….
Observation Date : ……..
Main Material : Singing Regional Songs

No	Aspects of Components assessed and Performance Items Observed	Description	Assessment Criteria			
			1	2	3	4
1	Mastery of Songs	Students memorize and fluently play songs that are played from the beginning and end.				
2	Deepening	deepening of appreciation when singing folk songs that are sung.				
3	Musicality (Harmony with Music)	The harmony of the sound with the musical accompaniment of the song being performed.				
4	Body	Attitude Body posture when singing a song, the chest area is slightly swollen forward, not hunched over, and relaxed.				
5	Tempo	The accuracy of the tempo of the folk songs that are sung.				
6	Rhythm	The accuracy of the rhythm of the folk songs that are sung.				

7	Intonation	The accuracy of high and low notes in folk songs that must be reached when singing.				
8	Articulation Vocal	pronunciation (a, i, u, e, o) is very clear in folk songs that are sung.				
9	Phrasing	The appropriate sentence fragment in the folk anthem that is sung.				
10	Breathing	Accuracy in performing the breath on the song being sung.				
11	Dynamics	The accuracy of the dynamics in the sung folk song.				
12	*Stage Action* (Appearance/Style)	Harmony of movement with folk songs performed, mastery of songs, and mastery of stage.				
The total						
score obtained by the						

The teacher assesses the performance of singing folk songs using an observation sheet by observing student performance during teaching and learning activities. The teacher observes the value of 4, 3, 2 or 1 according to the assessment rubric. students get a value of 4 if the item observed is very precise, a value of 3 if the item observed is quite precise, a value of 2 if the item observed is correct, and a value of 1 if the item observed is less precise.

3.6 The Process of Making a Performance Assessment Application for Singing Regional Anthems with the help of Android

At the stage of the process of making a performance assessment application for singing folk songs, the application was made using a website namely Kodular, Kodular is a website that provides tools similar to MIT App Inventor to create Android applications using *block programming* (Nur & Herni, 2021, p.125). Researchers do not need to use the technique of typing program code manually to create an Android application product. The application is made by designing the necessary pages, assembling the appropriate devices, by moving the instrument that has been *converted* to JPG and then *inputting* into the form of an android application. The use of the performance appraisal application for singing folk songs is expected to make it easier for teachers to carry out the process of assessing the singing practice of students singing folk songs.

3.7 Validity, Reliability and Practicality of Standard Instruments for Assessment of Performance in Singing Regional Songs with Android Assisted

At the stage of validity, reliability and practicality, corrections are made for errors or deficiencies or expert validation on instruments that have been prepared by 4 validators. Each expert was given a validation instrument containing indicators and assessment answers using a Likert scale of 1, 2, 3, and 4 to determine the results of the feasibility of the standard instrument for assessing the performance of singing folk songs, which is very important to measure student performance in singing folk songs. Then proceed with input from each validator in the form of criticism and suggestions for each statement item. Finally, each validator is expected to provide a conclusion whether or not the standard

instrument of performance assessment of singing folk songs is to be tested on students. If not, then proceed to revise the instrument according to input from the validator.

Coefficient *Aiken's* ranges from 0-1, for the content validity test items V1 = 0.92 (item 1), V2 = 0.83 (item 2), V3 = 0.92 (item 3), V4 = 0, 92 (item 4), V5=0.67 (item 5), V6=0.75 (item 6), V7= 1 (item 7), V8=0.83 (item 8), V9=0.75 (item 9), V10=0.83 (item 10), V11=0.67 (item 11), V12=0.83 (item 12), V13=0.58 (item 13), V14=0.83 (item 14), V15=0.58 (item 15), V16=0.67 (item 16), V17=0.67 (item 17), V18=0.75 (item 18), V19=0.92 (item 19), V20=1 (item 20), V21=0.75 (item 21), V22=0.67 (item 22), V23=0.67 (item 23), V24=0.75 (item 24), V25= 0.83 (item 25), V26= 0.75 (item 26), V27=0.67 (item 27), V28=0.67 (item 28), V29=0.92 (item 29), V30=0.92 (item 30), V31=0.83 (item 31), V32=0.92 (item 32), V33=0.67 (item 33), V34=0.75 (item 34) and V35=0.83 (item 35). The average value has a score of 0.78 so it can be said that the instrument used has a high validity above 0.30.

Table 6. Table Case Processing Summary

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded[a]	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

To find out whether there are differences between all categories of indicators in each, the researchers conducted a comparative analysis with the *one-way ANOVA* on the experience, education and position categories and then used the validity and reliability tests of variables (Rahmawan, 2014, p.89). to see if there are differences of opinion from the four experts, we can look at the ANOVA table, from the table in the sig. The obtained P value (P-Value) = 0.522, thus at the level of significance > 0.05, so that the conclusion obtained is that there is no significant difference in the average validation based on the four expert groups.

The high reliability coefficient between raters can be interpreted that the rating that has been carried out by each rater is consistent with one another. The reliability coefficient is not high enough, so there is inconsistency among Azwar raters (2016, p.91). The reliability of the standard instrument for assessing the performance of singing folk songs with the help of android based on the assessment of experts is discussed as follows: The level of agreement (Reliability) between the four raters can be explained by calculating the reliability coefficient between raters using the *Intraclass Correlation Coefficient coefficient.* The calculation results are presented in table 4.10 Intraclass Correlation Coefficient reliability test *expert* validity as follows:

Table 7. Intraclass Correlation Coefficient test *Intraclass* expert validation

		95% Confidence Interval		F Test with True Value 0			
	Correlation	Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.297[a]	.099	.862	15,760	3	102	000
Average Measures	.937[c]	.794	.995	15,760	3	102	000

Two-way mixed effects model where people effects are random and measured effects are fixed.

Calculation of ICC using SPSS 26.0, the result of price analysis of a rater (expert) is 0.297, while for rater the consistency is 0.937 which means it has a high level of stability. (Streiner et al: 2000; Polgar, *et al* : 2000).

3.8 Implementation Stage of Limited and Wide Scale Test

The limited/small scale trial stage begins with providing training on the application of the standard instrument for assessing performance in singing folk songs with the help of Android to teachers who will be involved in the limited trial, then the standard instrument for assessing performance in singing regional songs with the aid of Android is Android. This was tested in a limited way at SMPN 3 Teluk Keramat, after this limited trial, the instrument was analyzed for validity and reliability.

The results of the validity and reliability are used to improve again, especially on the non-technical side of the implementation. The final result of this stage is in the form of a standard instrument for assessing the performance of singing folk songs with the help of Android which is ready to be used for large-scale trials. A small-scale trial was conducted with a rater taken from a music teacher at SMP Negeri 3 Teluk Keramat class VIII.

3.9 Practical test for the development of standard instruments for performance assessment of singing folk songs

Practicality tests were carried out by researchers showing the product of the standard instrument application for performance assessment of singing folk songs with the help of Android to the teacher and explaining the intentions contained in the product application made. Then, each teacher gets one questionnaire for the product practicality assessment instrument which includes aspects of objectivity, systematicity, construction, language, and practicality with a total of 20 items and the teacher is asked to fill in the assessment items by giving a score of 1 (less), 2 (enough). , 3 (good), and 4 (very good) which are the results of the practicality assessment.

The analysis serves to determine the practicality of the instrument, the instrument is known from the questionnaire responses of students and teachers who are analyzed using the percentage description formula:

$$X = \frac{n}{N} \; x \; 100\%$$

Description:
X = Score obtained in percentage
n = Total score obtained
N = Maximum score
Criteria:
80 < X 100 = Very Practical
60 < X 80 = Practical
40 < X 60 = Quite Practical
20 < X 40 = Less Practical
0 < X 20 = Not Practical The

Practicality of the instrument is one of the the requirements that must be possessed by the instruments that have been made, instrument testing cannot only be done with quantitative methods, there is a need for detailed procedures and explanations for prospective instrument users, namely teachers, then instrument testing needs to be carried out with direct practice carried out by teachers, so that researchers need to provide counseling to teachers related to the instruments that have been produced to assess student performance in singing folk songs with using Android-assisted apps.

Practicality test to assess the feasibility of each component of the performance assessment instrument in learning to sing folk songs, and the practicality of the instrument developed for use in Junior High Schools (SMP).data from the response questionnaire by the teacher to the practicality of the standard instrument for assessing performance in singing folk songs with the help of Android is presented in table 8 below:

Table 8. Results of the Practicality Test Recapitulation Data

No. Item	Respondents																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	4	4	4	4	4	4	3	3	3	3	4	4	4	4	2	4	4	4	_	3
2	4	4	4	4	4	4	3	3	3	3	3	4	4	3	3	4	4	4	4	4
3	4	4	4	4	3	4	4	3	3	3	3	4	4	4	2	3	3	4	4	4
4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	3	4	4	4	4	4
5	4	4	4	4	4	4	3	2	3	3	3	4	3	4	3	3	4	4	4	4
6	4	4	4	4	3	4	3	3	3	3	3	4	4	4	3	4	4	4	4	4
7	4	4	4	4	3	4	3	3	3	3	3	4	4	4	3	4	4	4	4	3
8	4	4	4	4	3	4	3	3	3	3	3	3	4	3	2	4	4	4	3	4
9	4	4	4	4	4	4	3	3	3	3	3	4	3	4	2	4	4	4	4	3
10	4	4	4	4	4	4	4	3	3	3	3	4	4	3	2	4	3	4	4	3
11	4	4	4	4	4	3	4	3	3	3	3	4	4	3	2	4	4	4	4	4
12	4	4	4	4	3	4	3	3	3	3	3	4	4	4	2	4	3	4	4	4
13	4	4	4	4	4	4	4	3	3	3	3	4	4	4	3	4	4	4	4	4
14	4	4	4	4	3	4	4	3	3	3	3	4	4	4	3	4	4	4	4	3
15	4	4	4	4	4	4	4	3	3	3	3	4	4	4	2	4	4	4	4	4
16	4	4	4	4	4	4	4	3	3	3	3	4	4	4	2	4	4	4	4	4
17	4	4	4	4	4	4	3	3	3	3	3	4	4	2	2	4	4	4	4	3
18	4	4	4	4	4	4	4	3	3	3	3	4	4	4	2	3	3	4	4	4
19	4	4	4	4	3	3	4	3	3	3	3	4	4	4	2	4	3	4	44	4
20	4	4	4	4	4	4	3	3	3	3	3	4	4	4	3	4	4	4	4	4
Total	80	80	80	80	73	78	67	59	60	60	60	79	78	74	48	77	75	80	79	74

(Source: M. Arvin Nugroho, 2021)

The results of the calculation of the teacher's response to the practicality of the standard instrument for performance assessment of singing folk songs with the help of Android are shown in Table 4.21, it was obtained information that for all aspects, the lowest practicality value was 48 and the highest was 80 out of 20 teacher respondents. The

percentage value of the score obtained is 60% - 100%. Based on the score criteria made by the researchers, it was concluded that each respondent assessed that the standard instrument for assessing the performance of singing folk songs with the help of Android was practical and very practical.

IV. Conclusion

The results of the research on developing standard instruments for performance assessment of singing folk songs with the help of Android that have been carried out can be concluded as follows: 1) Preliminary studies obtained data that the process of implementing the practice of singing folk songs is still constrained by non-standard assessment instruments. The difference in indicators for the assessment of the practice of singing folk songs for each teacher has a less effective impact on assessing the potential of students on the results of the ability to sing folk songs. 2) Performance assessment instruments for singing folk songs in the form of guidebooks and android-assisted applications. The guidebook contains a description of the performance assessment standards for singing folk songs, performance assessment objectives, grids, scoring rubrics and observation sheets. Instruments that have been tested and final revised into the form of an android application. 3) Validation of the standard instrument for evaluating the performance of singing regional songs was carried out through content validity and construct validity tests. The results of the assessment obtained from the validation of experts stated that the performance assessment of singing regional songs was appropriate to be used as a form of assessment. Overall the results of the reliability test are as follows: the reliability of the standard instrument for assessing the performance of singing folk songs obtained using the Intraclass Correlation Coefficient (ICC) analysis is 0.937, in the limited trial it is 0.826 and in the wide-scale trial 0.891 at SMP Negeri 9 Teluk Keramat. 0.979 at SMP Negeri 5 Pontianak which is categorized as reliable, which means that the instrument has a fairly high quality of stability, and a one way ANOVA to determine whether there were differences between raters, the test results showed that there were no differences of opinion between raters so that the standard instrument for assessing performance sang Android-assisted folk songs can be used. 4) The practicality test of the standard instrument for performance assessment of singing folk songs with the help of android has the ideal percentage of all aspects having the lowest practicality assessment result of 48 and the highest being 80 of 20 teacher respondents. The percentage value of the score obtained is 60% - 100% and is categorized as Very Good (SB) which means that the standard instrument for assessing performance in singing folk songs with the help of Android is very practical to use.

References

Amir Hamzah. (2019). Metode Penelitian & Pengembangan Research & Development.. Malang: Literasi Nusantara Abadi

Azwar, Saifuddin (2014). Metode Penelitian. Yogyakarta: Pustaka Pelajar.

DeLuca, Christopher, & Bolden, Benjamin. (2014). Music Performance Assessment. Music Educators Journal, 101(1), 70–76. https://doi.org/10.1177/0027432114540336

Eris, Fahmi Rahmawan. (2016). Pengembangan Instrumen Penilaian Unjuk Kerja Berbasis IT Pada Pokok Bahasan Bernyanyi Secara Vokal Grup Di SMP. … : Jurnal Penelitian Dalam Bidang Pendidikan Dan …. Retrieved from http://103.98.176.9/index.php/mediapenelitianpendidikan/article/view/1258

Househ, Mowafa, Hossain, Nassif, Jamal, Amr, Zakaria, Nasriah, Elmetwally, Ashraf, Alsalamah, Majid, & Khalifa, Mohamed. (2017). A cross-sectional content analysis of Android applications for asthma. Health Informatics Journal, 23(2), 83–95. https://doi.org/10.1177/1460458215627289

Jamal, Ahmad Syarifudin, & Hadromi, Hadromi. (2021). Development Of LED-Based Props on Planetary Type Starter Motor Maintenance Competency in Vocational Schools. Journal of Educational Research and Evaluation, 10(1), 8–18. https://doi.org/10.15294/jere.v10i1.46891

Khairi, Husnuzziadatul. (2018). Penilaian Unjuk Kerja. Jurnal Warna, 2(2 Desember), 15–28.

Mahdiansyah, Mahdiansyah. (2019). Evaluasi Pelaksanaan Sistem Penilaian Hasil Belajar Siswa (Studi Kasus di Enam Kota). Jurnal Penelitian Kebijakan Pendidikan, 11(2), 48–63. https://doi.org/10.24832/jpkp.v11i2.224

Nur, Cholid, & Herni, Ambarwati. (2021). Pengembangan Media Pembelajaran Berbasis Android Kodular Materi Zakat Mata Pelajaran Fiqih untuk Meningkatkan Motivasi di Madrasah Ibtidaiyah. Wahana Akademik: Jurnal Studi Dan Sosial, 8(2), 125–136.

Pellegrino, Kristen, Conway, Colleen M., & Russell, Joshua A. (2015). Assessment in Performance-Based Secondary Music Classes. Music Educators Journal, 102(1), 48–55. https://doi.org/10.1177/0027432115590183

Sudanta, I. Wayan. (2015). Efektivitas Kegiatan Workshop Dalam Meningkatkan Kemampuan Menetapkan Kriteria Ketuntasan Minimal (Kkm). Dharma Smrti: Jurnal Ilmu Agama Dan Kebudayaan, 14(27), 75–84. https://doi.org/10.32795/ds.v14i27.49

Surahman, Surawijaya, & Setiawan, Eko Budi. (2017). Aplikasi Mobile Driver Online Berbasis Android Untuk Perusahaan Rental Kendaraan. Jurnal ULTIMA InfoSys, 8(1), 35–42. https://doi.org/10.31937/si.v8i1.554

Tausih, Tsania Utsma, & Marno, Marno. (2021). Pelaksanaan Penilaian Ranah Afektif Menggunakan Google Form di Era New Normal. J-PAI: Jurnal Pendidikan Agama Islam, 7(2), 103–113. https://doi.org/10.18860/jpai.v7i2.12270

Wesolowski, Brian C. (2012). Understanding and Developing Rubrics for Music Performance Assessment. Music Educators Journal, 98(3), 36–42. https://doi.org/10.1177/0027432111432524

Wijayanti, Enny, & Mundilarto, Mundilarto. (2015). Pengembangan Instrumen Asesmen Diri Dan Teman Sejawat Kompetensi Bidang Studi Pada Mahasiswa. Jurnal Penelitian Dan Evaluasi Pendidikan, 19(2), 129–144. https://doi.org/10.21831/pep.v19i2.5572