

Developing Formative Assessment AKM-Based for Recount Text in Reading Skill for Grade X SMA Negeri 1 Pangkalan Susu North Sumatera

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Abstract

This study aims to 1) explain how the AKM-based recount text formative assessment in class X students' reading skills is developed, 2) describe the validity of AKM-based recount text formative assessment on class X students' reading skills, 3) describe the effectiveness of AKM-based recount text formative assessment in reading skills of class X students. This study uses the Research and Development (R&D) model, consisting of three main stages, namely: preliminary study, development and design of the assessment, validation of the assessment sheet. The results of the study describe the process of developing formative assessment through the stages of literature review, needs analysis, drafting, design, testing, revision, and expert validation. The validation process was carried out on question validation and expert validation, the results of the validation of the questions showed a valid, reliable formative assessment, the level of difficulty was in the "Medium" criteria and the differentiating power was in the "Good" criteria. The product validity results were declared according to the content expert validator with an average score of 96.74 on the "Very Good" criterion, the format expert validator with an average score of 92.42 on the "Very Good" criterion, and the linguist validator with an average score average 82.81 on the "Good" criteria. The overall average of the validation aspect is 90.66 in the "Very Good" criterion. The effectiveness of the process is based on student learning outcomes in the 2 trials with an average score of 59.17 and 58.00 respectively which is below the KKM = 70. This means that the formative assessment product does not meet the criteria of effectiveness based on cognitive processes, based on teacher feedback and students on formative assessment sheets the average results of teacher and student feedback were 82.50 and 85.92 respectively in the "Good" criterion so that formative assessment products met the effective criteria.

Keywords

recount text; formative assessment; minimum competency assessment



I. Introduction

Learning progress is assessed by performing an assessment of learning. Assessment practices, it is not only the students; learning that must be assessed but also the entire education system, the process of implementation of the goals of education, teachers' preparation, the execution of the learning process, and the evaluation of education (Umami,

2018:66). Learning assessment cannot be disconnected from learning practices since it is intended to measure the development and progress of learners's achievement. The assessment is carried out not only to ascertain the achievement of student learning outcomes, but may also evaluate the performance of a teacher in managing learning activities. One aspect of learning in the 2013 curriculum that must be understood by teachers is the assessment aspect (Mustika, Ambiyar, & Aziz, 2021:6159). The results of the assessment can form the basis for the self-assessment of students and teachers in the conduct of the learning process.

Measurement of learning activities involves evaluating instruments. This measuring tool is a test that can assess the achievement of competence and indicators of lessons learned in learning activities. In accordance with the goal, the test really needs to be organized as well as possible in accordance with the principles of preparation. The consistency of the tests produced significantly affects the results of the measurements. The outcome of these tes will have an impact on the results of the assessment, which are the basis for self-assessment for students and teachers. Assessment is not only the basis for self-assessment, but also as a consideration for educational institutions and the government in the decision-making of education policies. This is the explanation why the test must be prepared in accordance with the assessment standards.

The relationship between the assessment and the 2013 curriculum is an inseparable relationship because there are various demands to be made in the assessment process. The 2006 Curriculum is changed to the 2013 Curriculum which makes a major improvement in the evaluation process, although the 2006 Curriculum Assessment process only tests knowledge competencies through output assessments. As stated in the annex to the Regulation of the Minister of National Education No 20 of 2007 of 11 June 2007 on standards for the assessment of education, one of the assessment mechanisms and procedures is that the results of the UN are submitted to the Education Unit to be used as one of the criteria for the transfer of students from the Education Unit and one of the factors for the selection to reach the next level of education. In contrast, the 2013 curriculum evaluation framework includes multiple assessment tools to evaluate student learning outcomes, including the competence of spiritual attitudes, social attitudes, knowledge and skills. This critical change is not balanced by a sufficient understanding of the teacher. A study conducted by the Education Evaluation Center (Puspendik) found that the average teacher comprehension of the assessment was less than 60% (Penilaian Pendidikan, 2017: 3). The lack of a teacher's comprehension of the assessment system in the 2013 curriculum has a significant effect on the implementation process. The assessment framework for the 2013 curriculum is designed to test all competencies in attitudes, knowledge and skills. Attitude assessment is achieved by evaluation, self-assessment, peer review, and journal assessments. Knowledge assessment is carried out in three ways, namely written assessments, assignments and observations during the discussion and questioning and answering process. Skills assessment is carried out using five elements, namely performance, projects, products, portfolios and writing.

The capacity of the teachers to carry out assessments is linked to their knowledge of the assessment process. Teachers with their competencies have an important role to play in carrying out the assessment process. The teacher is a person who is personally involved in the learning process and has an impact on the progress of the student learning process. Competent teachers may carry out the learning process and assess the learning outcomes. However, in fact, as discussed above, his/her understanding of the assessment process is less than 60%. In book *Penilaian Pendidikan* (2017:28-29).

There are many possibilities that lead teachers not to completely understand the evaluation process, including the preparation assessment content, which is just one of the materials taught to participants in the 2013 Curriculum Training. The limited time allocated to the evaluation content means that the teacher does not yet master the various learning outcome assessment techniques. In addition, the 2013 Curriculum Training, coordinated by several related work units of the Ministry of Education and Culture at both the central and provincial levels, presented various sources for understanding their mastery of the subject.

Based on observations and interviews conducted by Sianturi in his research at the Charles Wesley Methodist School, Medan, the problem faced by teachers is their ability to develop HOTS assessment instruments which is still lacking and there is no assessment instrument specifically designed to train students' higher order thinking skills.

Based on these observations and interviews, the researcher concluded that this explains the understanding of teachers in assessment related to developing assessment instruments is still lacking, it is necessary to develop an assessment instrument development process. The development of the assessment instrument is carried out by Sianturi based on HOTS and which will be carried out by researcher is the developing formative assessment based on AKM.

In this study, AKM is Asesmen Kompetensi Minimal

In this correlation, the Government has provided guidance, namely by issuing Permendiknas No. 16 of 2007 on Academic Qualification Standards and Subject Teacher Competencies, stating that the competence of subject teachers includes the development of assessments. Assessment is not only the accumulation of student data, but also the processing of student data in order to provide a summary of the student process and learning outcomes. The assessment does not only ask students questions, but must be followed up by assess the teachers for the sake of learning (Sianturi: 2020).

The Government's latest assessment policy is the minimum competency assessment as part of the national assessment, which will only be carried out in 2021. This is a type of reform of the assessment process previously carried out, namely the national examination. This is also an attempt to support progress in the quality of learning.

By making reference to the background referred to above, the researcher considers it important to carry out a study to develop an AKM-based historical recount text formative assessment for reading skills. The researcher will develop a written formative assessment in the form of regular multiple-choice because it is objective and easy to score. This is a consideration for researcher in time efficiency in the assessment process.

II Review of Literature

Definition of Assessment

Arends, 1997 (in Penilaian Pendidikan, 2017:7) stated that assessment usually applies to all assessment information provided by teachers to make decisions about students and their classrooms. Information about students can be collected informally, such as observations and verbal adjustments, and can also be formally obtained through assessments, homework and written reports.

Morrow et al (2015:5) stated that measurement is the act of assessing. Usually this results in assigning a number to quantify the amount of the characteristic that is being assessed. Walsh, W. B., & Betz, N. E (1995) there are two basic assumptions in their book, they are:

The first assumption is that assessment is apt to be sounder if based upon meaningful that is, reliable and valid information. Second, assessment skills may be developed by

improving one's knowledge of tests used to gather meaningful information about people and environments. A primary objective of this book is to help students develop some assessment skills and improve their knowledge about assessment techniques and tests.

On the basis of government legislation and the opinion of a number of experts, the researcher can conclude that the assessment is a method of gathering and analyzing information on the successes of the students' learning process in terms of attitudes, knowledge and skills. This knowledge can be gained by the observation and use of formal and non-formal tests.

a. Assessment Objectives

As stipulated in article 63 of Government Regulation No 19 of 2005 concerning National Education Standards, education assessment at the primary and secondary education levels consists of: (i) assessment of learning outcomes by educators, (ii) assessment of learning outcomes by educational units, and (iii) assessment of learning outcomes by the government.

b. Assessment Objectives

As stipulated in article 63 of Government Regulation No 19 of 2005 concerning National Education Standards, education assessment at the primary and secondary education levels consists of: (i) assessment of learning outcomes by educators, (ii) assessment of learning outcomes by educational units, and (iii) assessment of learning outcomes by the government.

c. Principles of Assessment

The principle of assessing learning outcomes as stipulated in Permendikbud No. 23 of 2016 in Chapter IV Article 5 as follows:

- 1) *Valid* means that the assessment is based on data that represents the ability to quantify;
- 2) *Objective*, meaning that the assessment is based on specific procedures and standards that are not affected by the subjectivity of the assessor;
- 3) *Fair*, means that the assessment is not advantageous or harmful to students due to special needs and disparities in religious, ethnic, educational, cultural, social and economic status and genderobjektif,
- 4) *Integrated*, meaning that assessment is an integral component of learning activities;
- 5) *Transparent*, meaning that the assessment procedures, assessment criteria, and basis for decision making can be known by interested parties;

III. Research Method

This research used the research and development method (R & D). The method of Research & Development which is usually abbreviated (R & D). Saputro (2017:8) quoted Borg and Gall (1983:772) that educational Research and Development (R&D) is a process used to develop and validate educational products. Sukmadinata (2008) Research & Development is a research approach to produce a new product or improve existing products. According to Sugiyono (2009: 407) Research method & Development is a research method used to produce a particular product and test the effectiveness of the product.

Based on some expert understanding as quoted by Saputro above, the researcher concluded that the Research & Development Method is a research method used to produce a product by going through a systematic process to test the effectiveness and validity of the product. The product to be developed in this study was an AKM-based formative assessment on historical recount text specific reading skill in class X.

IV. Discussion

Researcher studied various concepts and theories that became the basis for the development of this formative assessment. In addition, the researcher also looked at the results of previous research related to the development of assessment, namely the research conducted by Sianturi (2020). The development carried out is the instrument of Descriptive Text Assessment Based on Higher Order Thinking Skills (HOTS) for Class VII Students of Charles Wesley Methodist Junior School Medan. The research aims to: (1) determine the process of developing a HOTS-based assessment instrument on descriptive text material for class VII students of Charles Wesley Methodist Junior School. At the stage of the development process, the steps taken are preliminary studies by collecting information, namely needs analysis. The results of the needs analysis showed that teachers and students (100%) stated that they had never used the HOTS-based descriptive text assessment instrument that they were going to develop and needed the assessment instrument in accordance with the 2013 curriculum in the learning process. The next stage is the development of the initial product, followed by several stages of validation until the product is valid and suitable for use in learning. (2) The feasibility of the HOTS-based assessment instrument made by Sianturi is based on the validation process by material and evaluation experts, the assessment of the Indonesian language teacher and student responses. (3) Analysis of the ability to understand descriptive text questions based on higher order thinking skills (HOTS) showed that students got an average score of 80.16. Based on this, the quality of the resulting product is valid, practical and effective.

The results of previous studies seen by researcher is Handayu (2020). The title of the research is Analysis of Minimum Competency Assessment Items for Junior High School in terms of PISA Mathematical Literacy Domain. The research aims to: (1) identify the proportion of the diversity of AKM questions in terms of PISA mathematical literacy (process, content, and context). The results of his research show that the proportion of the diversity of AKM questions is not in accordance with the questions issued by PISA. (2) Identifying the level of mathematical literacy, the results of the research show that not all levels (1-6) are contained in the items. (3) Identifying student achievement in working on AKM questions in terms of the mathematical literacy process (formulate, employ, interpret). The results showed that most of the students were able to apply and interpret the process, but still had difficulty in formulating problems and situations mathematically that required the logic of the information presented in the questions.

The results of previous studies seen by researcher is Arifaturrochmah (2014). Student Recount Text Analysis. The aim of this research is to analyze the students' ability in writing recount text by examining the organizational structure and linguistic elements of the recount text. The results of his research show that most students apply generic structure and language features and use them as a guide for writing recount texts.

4.1 Field Survey

The researcher is a member of the *Tim Penjamin Mutu Pendidikan Sekolah* (TPMPS) of SMA Negeri 1 Pangkalan Susu, based on the results of a field survey on formative assessments produced by teachers who are not yet based on AKM. There is no AKM component in the resulting assessment. The assessment presented is not in accordance with the experiences and needs of students in achieving higher order thinking skills. Through field surveys, researcher collected data using a needs analysis questionnaire for formative assessments that would be developed for 2 English teachers. Specifically for the English teacher, this is in accordance with the AKM-based formative assessment on historical recount text material. The results of the needs analysis can be seen in the following Table 4.1:

Table 1. The Result of Needs Analysis

No	Statements	Respondents		%	Criteria
		1	2		
1	I already know the formative assessment	4	3	87.5	Good
2	I did not create the formative assessment	3	3	75	Enough
3	I created a grading grid before making a formative assessment	4	3	87.5	Good
4	I do not understand the process of developing AKM-based formative assessment	3	4	87.5	Good
5	I analyze the quality of the formative assessment that have been compiled and tested	3	3	75	Enough
6	The formative assessment that I compiled is not based on AKM	3	3	75	Enough
7	I already know that the AKM-based formative assessment is the best option right now	4	4	100	Excellent
8	I need a valid and effective AKM-based formative assessment	4	4	100	Excellent
T o t a l		28	27	55	
Needs Analysis Result		85.94		Good	

Based on the results of the needs analysis in Table 4.1, it can be concluded that 100% of teachers already know that AKM-based assessment is the best choice in the formative assessment process and they need a valid AKM-based formative assessment. 87.5% of teachers already know formative assessment, make a grid of questions and do not understand the process of developing AKM-based assessment. 75% of teachers do not make formative assessments, analyze the formative assessments that have been compiled and they do not compile AKM-based formative assessments.

4.2 Assessment Development and Design

a. Preparation of Initial Draft Assessment

Based on the Handbook of Assessment of Learning Oriented to Higher-Level Thinking Skills, the Directorate General of Teachers and Education Personnel (2019:19-25) The first step in cognitive assessment is planning. This step is carried out so that the objectives of the assessment carried out are clear and provide an overview and operational design regarding the objectives, form, technique, frequency, utilization and follow-up of the assessment. The following are the important steps in planning an assessment:

- 1) Setting the purpose of the assessment, in this study the purpose of the assessment is to measure students' understanding of recount text on the components of the cognitive process of finding information, interpretation and integration, evaluation and reflection.
- 2) Determine the form of assessment, namely written test.
- 3) Selecting the assessment technique used, namely the assessment technique of the objective type written test in the form of multiple choice.
- 4) Prepare the Grid according to KI-KD and Indicators. The core competencies of knowledge are *Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.*

The cognitive basic competencies and indicators are shown in Table 2 as follows:

Table 2. The Cognitive Basic Competencies and Indicators

Basic competencies	Indicators of Competence Achievement
3.4. Distinguish social functions, text structures, and linguistic elements of several spoken and written recount texts by giving and asking for information related to historical events according to the context of their use	3.4.1. Detecting social functions, text structures and linguistic elements of written recount texts related to historical events. 3.4.2. Comparing the social function, text structure, and linguistic elements of 2 written recount texts by giving and asking for information related to historical events

Furthermore, in the grid that has been prepared is the material, question indicators, level, number of questions and form of questions. Based on the suggestion from the format validator, aspects of the AKM were added to the grid so that it was ensured that the questions met aspects of the AKM cognitive process, namely find information, interpretation and integration, evaluation and reflection.

- 1) Arrange questions based on reading skills in accordance with the components of AKM-based questions, namely content, cognitive processes, and context. The content component of the recount text information text. Cognitive processes include finding information, interpretation and integration, evaluation and reflection. The context of the question is related to socio-cultural in accordance with the basic competence of recount text related to historical events. At this stage the researcher conducted a literature study to collect recount texts related to historical events. Researcher choose historical events that come from the researcher's own area.
- 2) Answer key

a. Product Design

1) Product Identity

Physical : Printed Material
 Title : Formative Assessment Based on AKM Historical Recount Text in Reading skill
 Material : Recount Text
 Target : Class X students of SMA Negeri 1 Pangkalan Susu
 Author : Agustina Syafriani

2) Cover



Figure 1. Product' Cover

3) Preface



Figure 2. Product' Preface

4) Table of Contents



Figure 3. Product' Table of Contents

Based on discussions with the supervisor and suggestions from the content validator, some content in the product was deleted, namely Learning Activities, Attitude Assessment and Psychomotor Assessment. This is based on the focus of product development, namely Formative Assessment based on AKM. The following table of contents after revision:

Formative Assessment Based on AKM 2022	
TABLE OF CONTENTS	
PREFACE	2
TABLE OF CONTENTS	3
INTRODUCTION	4
A. SHORT DESCRIPTION	4
B. LEARNING GUIDE	4
C. COMPETENCY MAP	5
DEVELOPING FORMATIVE ASSESSMENT OF HISTORICAL RECOUNT TEXT BASED ON AKM IN READING SKILL	6
A. CORE COMPETENCIES	6
B. COGNITIVE BASIC COMPETENCIES - INDICATORS OF COMPETENCE ACHIEVEMENT	7
C. LEARNING OBJECTIVES	7
D. MATERIAL	7
E. FORMATIVE ASSESSMENT BARRI ER AKM	11
F. ANSWER KEY	14
CLOSING	95
REFERENCES	96

Figure 4. Product' Table of Contents Revision

5) Contents of Product

1. Introduction

Consists of a short description, learning guide and competency map

2. Developing Formative Assessment

The initial draft of developing formative assessment consists of core competencies, basic competencies and indicators, learning objectives, materials, learning activities, attitude assessment, cognitive assessment based on AKM, psychomotor assessment, and answer key.

Based on suggestions from supervisor, developing formative assessment consists of core competencies, cognitive basic competencies and indicators, learning objectives, materials, formative assessment based on AKM and answer keys. In the basic competencies and indicators section, it was revised, namely the removal of skills basic competencies (KD 4.4). This is in accordance with the focus of product development on cognitive basic competencies (KD 3.4). Here are pictures before and after revision:

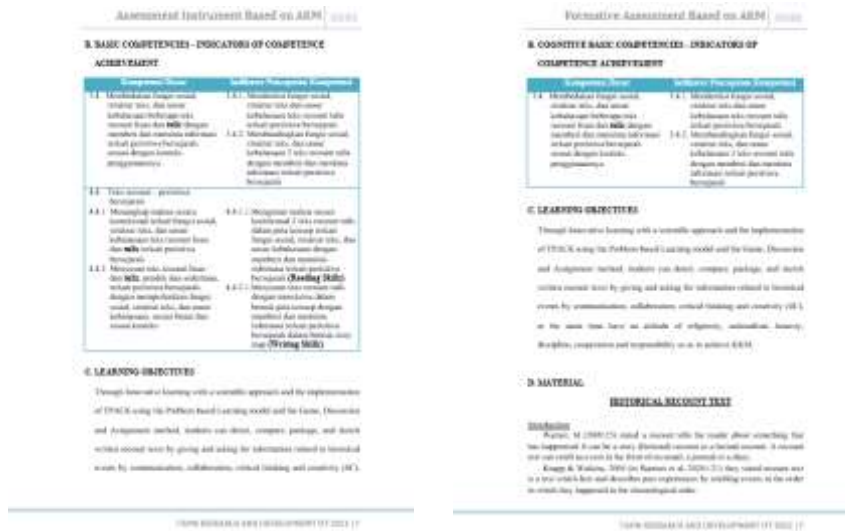
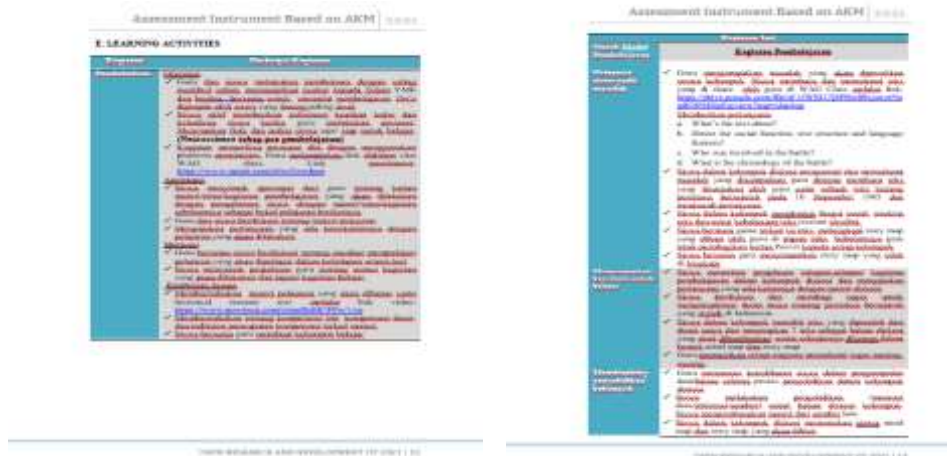


Figure 5. The Removal of Skills Basic Competencies

Furthermore, the draft learning activities, attitude assessment, cognitive assessment based on AKM and psychomotor assessment were deleted because they were not part of the focus of the product to be developed. The cognitive assessment based on AKM was revised to formative assessment based on AKM. Here's images of the removed draft:



Other revisions were explained at each stage of product trial and expert validation process based on suggestions from observers, validators and student feedback.

- a) Closing
- b) Reference

3. Limited Trial One on One and Revise

The next stage of product development is limited trial one on one. The assessment was tested on two randomly selected students, namely 1 low-ability student and 1 high-ability student by taking scores from the previous semester. The trial implementation process attended by researcher and 2 teachers as observers.

After the trial was completed, students filled out a questionnaire as feedback on the product assessment format. And during the trial implementation process, observations were made on student activities while working on formative assessments. The scores on the feedback questionnaire and validation sheet are in the form of a Likert scale with the criteria described in the Table 3:

Table 3. Likert Scale Criteria

No	Criteria	Score
1	Perfect	4
2	Good	3
3	Fair	2
4	Poor	1

Furthermore, the data were analyzed descriptively quantitatively by calculating the percentage of indicators on the feedback questionnaire and observation sheets with the formula:

$$\text{Score Percentage} = \frac{\text{Number of indicators or aspects}}{\text{The total number of all indicators or aspects}} \times 100$$

The results of the calculation of the percentage score above, quantitative data interpreted with qualitative sentences, are presented in Table 4 below:

Table 4. Percentage Criteria

No	Category	Percentage
1	Excellent	90%-100%
2	Good	80%-89%
3	Enough	60%-79%
4	Fair	40%-59%
5	Unsatisfied	<40%

Source: Arikunto, 2013:46

The above analysis stages are carried out at each stage of product trial and product validation results by experts.

After the one-on-one trial process, the product was revised based on suggestions given by observers and feedback from students. The test results are presented in the following Table 5:

Table 5. The Student's Result of Limited Trial One on One

Limited Trial One on One																								
Students Number	Number of Indicators																				Total Score	Value	Criteria	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				
1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	1	0	0	1	1	11	55.00	Not Achieved
2	1	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	4	20.00	Not Achieved
Total	2	0	1	0	1	0	1	2	0	1	1	0	2	0	1	1	1	0	0	1	15	37.50	Not Achieved	

Based on the test results in Table 4.5, the achievement of student scores is still far below the KKM (70). Students who have high abilities get a score of 11 with a value of 55. Students who have low abilities get a score of 4 with a value of 20. The value of student achievement is not the goal of the one on one trial. The trial was conducted to see the student's response to the developed assessment product and the difficulties experienced by students during the assessment. The results of the student feedback questionnaire are shown in Table 6, as follows:

Table 6. The Result of Students Feedback Questionnaire

Limited Trial One on One											
Students Number	Number of Indicators								Total Score	%	Criteria
	1	2	3	4	5	6	7	8			
1	3	2	4	4	3	4	4	3	27	84.38	Good
2	3	3	4	4	3	3	4	4	28	87.50	Good
Total	6	5	8	8	6	7	8	7	55	85.94	Good

The data in Table 6 shows that students provide feedback with good criteria on the developed assessment product. Students give suggestions for products as follows:

- 1) It is necessary to add instructions on how to work on the questions
- 2) It is necessary to edit the font in the mindmap
- 3) Question number 13 has writing truncated in choice C

Based on the suggestions above, the researcher revised the product as follows:

1) Added instructions for working on the problem, namely "CHOOSE THE CORRECT ANSWER BY CROSSING (X) A, B, C, D, OR E!". The following Figure 6 of the product before and after the revision:

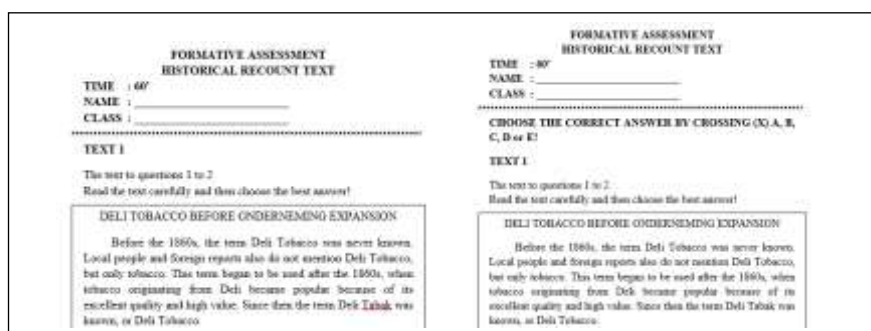


Figure 7. The Product Revision

2) Editing the font in the mindmap by changing the font size and changing the font color, white to black. The following Figure 7 before and after the revision:

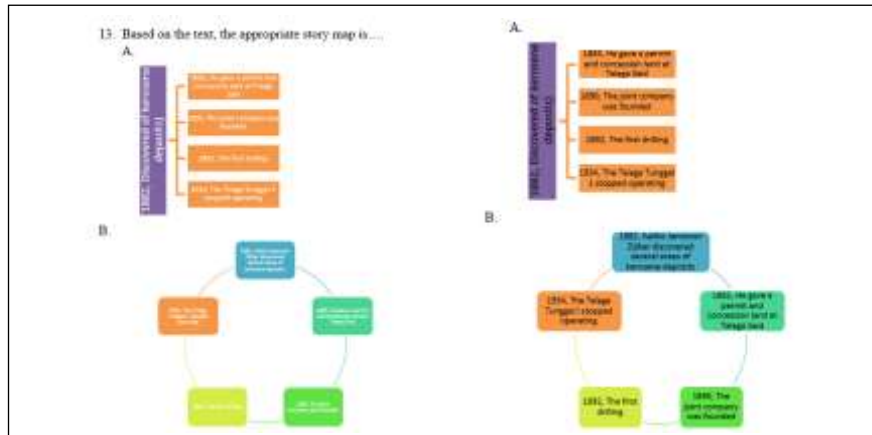


Figure 8. The Product Revision

3) Editing the answer choice C on question number 13 until the writing becomes visible as a whole. The following Figure 8 before and after the revision:

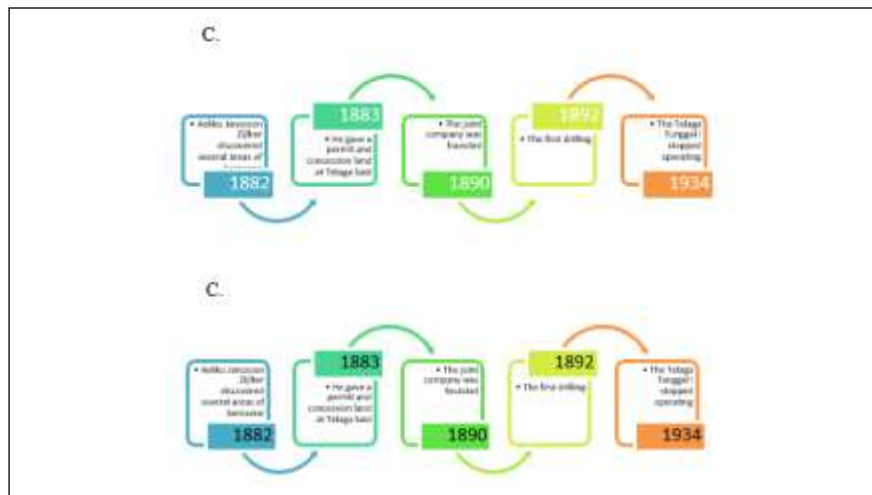


Figure 9. The Product Revision

Furthermore, the results of the observation sheet are as follows in the Table 7:

Table 7. The Observed Result of Limited Trial One on One

No	Observed Aspect	Observer		%	Criteria
		1	2		
1	Student Physical Condition	3	3	75	Enough
2	Readiness of Students to do Tests	3	3	75	Enough
3	Timeliness	4	3	87.5	Good
4	Supervision During the Trial Process	4	4	100	Excellent
5	Student Responses to Formative Assessment after the Trial Process	3	3	75	Enough
Total		17	16	33	
Observed Result		82.50		Good	

The data in Table 7 from observation by observers in the one on one trial showed a score of 82.50 on good criteria for the process of implementing the developed assessment product trial. Observer commented on the process of implementing product trials as follows:

- 1) At the beginning of the implementation, students were a little confused because there was no information regarding the implementation of product trials
 - 2) Students are not too ready to take product trials because they haven't had breakfast yet
- In addition, observers commented on the product as follows:
- 1) Researcher revise the product according to suggestions from students
 - 2) The texts presented in the assessment product are good and contextual

Based on comments from observers on the process of implementing the one on one trial, in the implementation of further trials the researcher will do the following:

- 1) Provide clear information to students participating in the trial regarding the implementation of product trials
- 2) Ensure that students are ready to take part in the process of implementing product trials
- 3) Researcher revise the product according to suggestions from students for the implementation of the next product trial

b. Small Group Trial and Revise

The small group trial consisted of 6 students selected at random, namely 3 students with low abilities and 3 students with high abilities based on the achievement of the previous semester's grades. In this trial the validity, reliability, level of difficulty and differentiating ability of the assessment product were analyzed.

After the small group trial process, the product was revised based on the input given by the observer, feedback from students and the results of the analysis of the assessment product.

The test results are presented in the following Table 8:

Table 8. The Student's Result of Small Group Trial

Small Group Trial																							
Students Number	Question Points																				Total Score	Value	Criteria
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100.00	Achieved
2	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90.00	Achieved
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100.00	Achieved
4	1	0	1	1	0	0	1	0	0	1	1	0	1	0	1	0	0	1	0	0	9	45.00	Not Achieved
5	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	10.00	Not Achieved
6	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	10.00	Not Achieved
Total	4	3	4	4	3	4	4	3	4	4	4	3	4	3	4	3	3	4	3	3	71	59.17	Not Achieved

Based on the results of the trials in Table 8, the achievement of student scores is 3 students who scored above the KKM (70) and 3 students did not reach the KKM (70). The average score is 59.17, has not yet reached the KKM. Based on student achievement scores, the product does not meet the effective criteria based on cognitive processes.

Furthermore, based on the results of small group trials, the level of item validity was calculated. Calculating the item validity coefficient by calculating the pearson product moment correlation coefficient between each question score and the total score owned by the same student using the following formula (Sugiyono, 2012):

$$r_{xy} = \frac{n (\sum xy) - (\sum x) (\sum y)}{\sqrt{\{n(\sum x^2) - (\sum x)^2\}\{n(\sum Y^2) - (\sum y)^2\}}}$$

Information:

r_{xy} = Product moment correlation coefficient

n = Number of students

x = Score each item

y = Total score of the items

Comparing the value of the coefficient of validity of the results in the first step using the value of the Pearson correlation coefficient or the Pearson table (r table) at the significance level $\alpha = 0.05$ and n = number of appropriate data, through the criteria if $r_{\text{count}} \geq r_{\text{table}}$ is "valid" but if $r_{\text{count}} < r_{\text{table}}$ is "invalid".

Determine the category of the item validity instrument by referring to clarifying the validity according to Arikunto (2012: 115), as in Table 9 below:

Table 9. Validation Coefficient Criteria

Coefficient Criteria	Validation Criteria
$0.80 < r \leq 1.00$	Very High
$0.60 < r \leq 0.80$	High
$0.40 < r \leq 0.60$	Enough
$0.20 < r \leq 0.40$	Low
$0.00 < r \leq 0.20$	Very Low

The following Table 10 presents the level of formative assessment validity:

Table 10. Formative Assessment Validity

Questions Point	r_{tabel}	r_{hitung}	Validation Criteria	Category
1	0.811	0.88	Very High	Valid
2		0.95	Very High	Valid
3		0.88	Very High	Valid
4		0.88	Very High	Valid
5		0.95	Very High	Valid
6		-0.15	#NAME?	Invalid
7		0.88	Very High	Valid
8		0.95	Very High	Valid
9		0.57	Enough	Invalid
10		0.88	Very High	Valid
11		0.88	Very High	Valid
12		0.95	Very High	Valid
13		0.88	Very High	Valid
14		0.95	Very High	Valid
15		0.88	Very High	Valid
16		0.95	Very High	Valid
17		0.95	Very High	Valid
18		0.88	Very High	Valid
19		0.95	Very High	Valid
20		0.27	Low	Invalid

The data from the analysis of the validity of the items in the small group trial r_{table} based on Pearson's table $n = 6$, the significance level 0.05 is 0.811, it is stated that item no. 6 $r_{\text{count}} = -0.15$ criteria "#NAME?", no. 9 $r_{\text{count}} = 0.56$ criteria "Enough", no. 20 $r_{\text{count}} = 0.27$ criteria

“Enough”, it means that all three items $r_{\text{count}} < r_{\text{table}}$ items are declared "Invalid". Amalia & Dianingati (2022:14) stated that the number of respondents used for testing the validity and reliability of the questionnaire will determine the results of the validity and reliability. Based on Pearson's table, the smaller of value n = the number of respondents, the higher the significance level value. Based on this, the number of respondents in the small group trial was 6 students and an extensive trial was carried out in class X MIA 4 (respondent – 35 students), so the researcher only revised item no. 6.

V. Conclusion

Based on the results of research and discussion on research and development of formative assessment of historical recount text based on AKM in reading skills, it is concluded that:

1. The process of developing a formative assessment of historical recount text based on AKM in reading skills through several stages, namely: literature study of several previous studies. Furthermore, the field survey needs analysis of the product by giving questionnaires to 2 English teachers at SMA Negeri 1 Pangkalan Susu. The results of the analysis are 85.94 "Good" criteria, so it can be concluded that teachers need AKM-based formative assessment. The next stage is assessment development and design, starting with implementing the goal, namely measuring students' understanding of recount text in the AKM component. The form of assessment is written test with multiple choice objective type. Arrange grids according to KI-KD and Indicators to make questions based on reading skills according to the components of AKM-based questions, namely content, cognitive processes, and context. At the product design stage after the revision process based on the suggestions and comments of supervisors, validators, feedback from students and teachers, observations from observers, in general it contains: preface, table of contents, introduction, developing formative assessment of historical recount text based on AKM in reading skills, closing and references.
2. The process of product validation formative assessment of historical recount text based on AKM in reading skills is the validity of the questions and product validity by experts. Question validity is item validity, reliability, level of difficulty and differentiating ability. Product validity by experts, namely content, format and language experts. Based on the results obtained from a series of stages of the question validity process, the formative assessment product based on the AKM historical recount text in reading skills was declared valid, reliable, the level of difficulty was on the average "Moderate" criteria and the differentiating ability was on the average "Good" criteria. The product validity was declared feasible according to the validation results of content experts with an average score of 96.74 on the "Excellent" criteria, format experts with an average score of 92.42 on the "Excellent" criteria and language experts with an average score of 82.81 on the "Good" criteria. The overall average of the validation aspects is 90.66 on the "Excellent" criteria.
3. The process of product effectiveness formative assessment of historical recount text based on AKM in reading skills is based on:
 - a. Cognitive process components based on student learning completeness on the ability to find information, interpretation and integration, evaluation and reflection. Students' learning completeness in cognitive processes based on the AKM component is seen from the results of the small group trial and extensive trial. In the small group trial and the extensive trial, the average student achievement scores were 59.17 and 58.00, respectively, the average was below the KKM = 70. It is

- concluded that the formative assessment product does not meet the effective criteria based on cognitive processes.
- b. Teachers and students' feedback to the formative assessment sheet. Based on the students' feedback results on the limited trial one on one 85.94 on the "Good" criteria, the small group trial 86.46 on the "Good" criteria, the extensive trial 85.36 on the "Good" criteria. The average student feedback result is 85.92 on the "Good" criteria. Furthermore, the results of the feedback from 2 English teachers had an average score of 82.50 on the "Good" criteria. It can be concluded that based on student and teacher feedback on formative assessment sheets, formative assessment products based on AKM historical recount text on reading skills are declared effective.
 - c. The results of observations on trials, 2 observers observe and fill out the observation sheet for each trial. The results of observations in the limited trial one on one average score of 82.50 on the "Good" criteria, the small group trial average score of 90.00 on the "Excellent" criteria, the extensive trial the average score of 92.00 on the "Excellent" criteria. The average observation result is 88.17 on the "Good" criteria. It is concluded that the implementation of the formative assessment product went well and there was an increase at each stage of the trial indicating that the formative assessment product was effectively used.

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