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Feasibility of Aspects of Content, Language and Usefulness in the Development of Partnership Model-Based Student Learning Activity Instruments in Elementary Schools

Arif Widodo[1*], Prayogi Dwina Angga[2], Muhammad Syazali[3], Umar[4]

[1,2,3,4]Program Studi Pendidikan Guru Sekolah Dasar, Universitas Mataram, Indonesia

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Abstract

The existence of instruments in measuring student learning activities plays a very important role. This study aims to determine the feasibility of aspects of content, language and usefulness in developing student learning activity instruments based on the partnership model in elementary schools. The type of research used is development research. The development model used is the 4D model with define, design, develop and disseminate stages. The instruments used in data collection included: needs analysis questionnaires, instrument validation sheets by evaluation experts, instrument validation sheets by linguists and instrument validation sheets by users. The results showed that the feasibility of student activity sheet instruments from the content aspect got a score of 86, the language aspect got a score of 82, and the usability aspect got a score of 88. The validation results on the partnership model based learning activity sheet instrument show that from the aspect of content and usefulness the instrument is categorized very feasible, while from the aspect of language it is included in the feasible category. Based on the results of the validation test, it can be concluded that the partnership model-based instrument is feasible to use to measure student learning activities in elementary schools.

Keywords: *measurement instruments, learning activities, partnership models, elementary schools*

(*) Corresponding Author: arifwidodo@unram.ac.id

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INTRODUCTION

Assessment is one important aspect in the realization of quality education. The learning process in class will be useless if it is not accompanied by good assessment skills (Zainuddin et al., 2020). The accuracy of choosing and developing assessment instruments greatly determines the objectivity of teachers in carrying out assessments (Wang & Xie, 2022). More than that, the assessment must obtain results that are tested for their validity. Errors in choosing and developing assessment instruments can result in non-objective and invalid assessment results (Schmid et al., 2020). This of course harms the quality of education. There are at least three domains that the teacher evaluates in the learning process in the classroom. The three domains are the cognitive domain, the psychomotor domain, and the affective domain (Kurniati et al., 2020).

In the process of assessing students in class, the cognitive domain, the psychomotor domain, and the affective domain must receive the same attention

for the teacher. This is because these three domains are equally important for the development of student's abilities. Teachers should not assess students' abilities only from the cognitive domain and ignore the psychomotor and affective domains (Hidayat, 2020). Vice versa, teachers are also not justified in assessing only the psychographics or affective domains and ignoring the other domains (Novantri et al., 2020). However, the facts on the ground often show that teachers only assess students from the cognitive domain. The assessment made by the teacher is only based on the results of the answers to the test questions done by students (Hutapea, 2019). This makes the psychomotor and affective domains of students less noticed by the teacher. Of course, this has a negative impact on students' perceptions of learning. Students will assume that learning outcomes are only seen from high test scores. This is certainly contrary to the purpose of education to develop human abilities as a whole.

The affective and psychomotor domains must be planted and developed in students during the learning process. The affective domain can be seen from the attitudes of students while participating in learning (Yildirim, 2020). The psychomotor domain is reflected in the form of skills or skills in doing something (Naziah et al., 2020). Student attitudes and skills can be seen in student learning activities during the learning process (Baartman & de Bruijn, 2011). Therefore, in assessing the psychomotor and affective domains of students, one of which can be done by assessing student learning activities. Assessment of student learning activities is very important to do (Moore et al., 2009). This is because learning activities have an important role in creating an active and fun learning atmosphere.

In online learning, assessing student learning activities is very difficult for the teacher to do. According to one study, the reason is that teachers cannot directly observe student activities while participating in learning (Ariesca et al., 2021). One of the alternative solutions that must be carried out so that the assessment of learning activities is carried out properly is to use a partnership model-based learning activity instrument. The partnership model instrument is an assessment of learning activities carried out by teachers and parents together using the same instrument (Widodo et al., 2022). To conduct an assessment of student learning activities required a quality instrument. Therefore, the development of learning activity instruments must meet the due diligence which consists of the feasibility of content, language, and usefulness. From the description above, the researcher is interested in conducting research on the feasibility of aspects of content, language, and usefulness in developing student learning activity instruments based on the partnership model in elementary schools.

METHODS

This research uses the type of development research. The product developed is a student learning activity instrument based on the partnership model. The development model used is the 4D model. The development stages in the 4D model consist of define, design, develop and disseminate stages (Thiagarajan, 1974). In this research, the research phase is only limited to the development stage. In the define stage, a needs analysis is carried out on the importance of developing student learning activity instruments based on the

partnership model. At this stage what is done is to identify the teacher's needs for the existence of learning activity instruments through observation and interviews with teachers in target schools. In the design stage what is done is to design a draft of the developed instrument. The things that are done in this stage are drafting student learning activity sheets and compiling feasibility indicators in terms of content, language, and usefulness which will be used as a reference in validating student learning activity instruments. The last stage is the development stage. At this stage, a draft of student learning activity sheets has been validated by evaluation experts, linguists, and users. The data collection instruments used in this study needed analysis questionnaires, evaluation expert validation sheets, linguist validation sheets, and user validation sheets. The evaluation expert validator in this study was an evaluation expert, the linguist validator was a language expert, and the user validator in this study was an elementary school teacher. The formula used to measure the feasibility of each criterion is to compare the score of each criterion to the maximum score of each criterion multiplied by one hundred percent. The criteria used to determine the feasibility of student learning activity instruments were modified from the Center for Books and Curriculum, (2008). The criteria can be seen in Table 1.

Tabel 1. Criteria for the feasibility of the observation instrument of the partnership model learning activity

Scale (%)	**Eligibility criteria**
85-100	Deserves the title of very good
65-84	Deserves a good predicate
45-64	Deserves the predicate enough
0-44	Not feasible

RESULTS & DISCUSSION

Description of Student Learning Activity Instrument Design

The results of the development of student learning activity instruments in the form of learning activity observation sheets. The components contained in the observation sheet can generally be divided into three, namely the beginning, the main part and the final part. At the beginning there are several main components that must be considered, namely student identity, class/semester, subject matter, time allocation, and learning methods used. At the beginning of this section there are also instructions for using observation sheets for learning activities that must be read by the teacher or parents of students before conducting an assessment. This section explains to the user how to use the observation sheet in the assessment. The second part is the main part which is in the form of a table. This section is the most important part of the student learning activity observation sheet. In this section there are various aspects, indicators and items observed in student learning activities. In the core part there is also a scoring scale that can be used to measure the level of student learning activity in each item that is observed. The last part presented in the core section is the total score obtained by each student. This section is important to display to make it easier for users to tabulate the scores of the assessment results. The third part of the student learning activity sheet instrument consists of guidelines for assessing and interpreting values.

Assessment guidelines are provided to make it easier for users to calculate the final score. The assessment guidelines use a scale of one to five. The final score can be calculated by comparing the number of scores obtained by students against the maximum score assessed. The last step in this section is to interpret the value. The guide for interpretation of the final score (NA) on the observation sheet uses a scale of 5, with the following provisions if NA ≥5 then very good, 3.51≤NA<4.51 is in the good category, 2.51≤NA<3.51 is in the enough category, 1.51 ≤NA<2.51 is in the poor category good, and NA <1.51 in the bad category. At the end of this section, the column for the identity of instrument users, consisting of teachers and parents, is also presented.

Observation sheets for student learning activities are not only presented in the form of paper sheets, they are also presented in digital form. The purpose of digitizing this instrument is to make the assessment process more practical and flexible. In addition, with the provision of digital-based instruments, the data collection process can run faster when compared to the manual method. The application used to present the instrument is in the form of a Google Form. This application was chosen with the consideration that it is easier to use and more familiar to teachers and parents.

Results of Expert Validation of Student Learning Activity Instruments

The process of validating learning activity instruments based on the partnership model involves evaluation expert validators, language expert validators and user validators, namely from teachers. The results of the assessment by each validator are used to determine the feasibility of the instrument for observing learning activities in each aspect. There are three main aspects assessed, namely in terms of content, language and usability. The calculation results are presented in table 2 as follows:

Table 2. The results of the validation of the observation instrument of the partnership model learning activity

Validation Aspect	Validation Results	Interpretation
Content	86%	Deserves the title of very good
Language	82%	Deserves a good predicate
Usefulness	88%	Deserves the title of very good

Based on the results of the tabulation of expert validation results in table 2, it can be seen that the aspects of content, language and the usefulness of the observation instrument for student learning activities are in a very decent category. This can be seen from each aspect receiving an assessment of more than 85% from the validators. In addition to using the quantitative validator table, it also provides suggestions for improving the partnership model instrument. Suggestions from the validator can be presented in table 3.

Table 3. Suggestions for improving the partnership model learning activity instrument.

Validators	Improvement suggestions
Evaluation	a. Instruments are simplified

Expert	b. Instruments are made more concrete c. Should be made special instruments for low class d. There needs to be an adjustment of terms based on the characteristics of the respondents e. It is necessary to specify overly general terms such as readiness to learn, interest and excitement f. Need to pay attention to the generality of the activity (learning activities that usually exist in learning) g. Correct spelling/spelling errors
Linguist	a. Simplified language b. Use words that are easier for teachers/parents to understand c. On the special observation sheet for parents, the language is even more simplified so that it is easy to understand d. The language used is too scientific so that users have difficulty understanding it
User	a. It is better to add assessment items to measure collaborative activities between students b. It is better to add assessment items to measure student learning independence at home c. It is better to differentiate the items used to measure learning activity between low class and high class d. Adding items used to measure video-based learning activities e. Please add items to measure interaction between students f. The questions on the observation sheet are less relevant for lower grades.

Based on the suggestions from the validator in table 3, it can be seen that there are many suggestions from the validator for improving the instrument. Various suggestions given by the validator become evaluation material for instrument improvement. The end result of developing this instrument is obtaining a valid instrument for measuring student learning activities.

CONCLUSION

Based on the presentation of the data and discussion that has been presented, it can be concluded that the validator's assessment of the feasibility of the content, language and usability obtained satisfactory results. The feasibility of student activity sheet instruments from the content aspect got a score of 86, the language aspect got a score of 82, and the usability aspect got a score of 88. The validation results on the partnership model-based learning activity sheet instrument show that from the content and usefulness aspect the instrument is categorized as very feasible, while from the aspect of language included in the feasible category. Based on the results of the validation test, it can be concluded

that the partnership model-based instrument is feasible to use to measure student learning activities in elementary schools.

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