

CHAPTER I

INTRODUCTION

1.1 Background

Learning outcomes assessment is an activity to obtain information about student learning outcomes that have followed the activities of learning. Assessment activities are necessary to measure the extent to who are student's success as a learner and educator, educational unit and government as education provider. So that the assessment should be a reference for all parties are concerned to introspection and make the better improvement. Regulation of the Minister of Education and Culture (PERMENDIKBUD) No. 66 Year 2013 on Education Assessment Standards explains that assessment activities aim to ensure the implementation of learning to conform to the competencies that have been planned, then the implementation of professional assessment and reporting of the results of the assessment objectively and accountably. Evaluation of good learning outcomes should also take into account the standards of good judgment as well, from the mechanisms, procedures and assessment instruments used.

In this context the duty and role of teachers as the spearhead of education is very influential. The duties and roles of teachers from day to day are increasingly heavier along with the development of science and technology. Teachers as a major component in the world of education are required to balance the development of science and technology in society. This is because teachers have an important role in shaping the intelligence of society in education environment. Teachers in schools are expected to produce competent learners and ready to face the challenges of life in the era of globalization with confidence. Education must create qualified human resources, both scientifically and mentally. Therefore, it takes a professional teacher in educating the students who are superior and qualified. Professional teachers are teachers who have a number of competencies that can support their duties. Law Number 14 Year 2005 regarding Teachers and Lecturers article 10 paragraph 2 mentions, there are four

competencies that must be owned by a teacher. These competencies include pedagogical competence, personality competence, social competence, and professional competence gained through professional education.

In pedagogic competence, teachers are required to conduct learning activities evaluation. Evaluation required teachers to measure and assess a program that has been implemented. Evaluation is also used to find out information about the strengths and weaknesses of the program, so that information can be used as a basis for decision making This is in accordance with the provisions of the Minister of National Education Regulation (Permendiknas) No. 41 of 2007 on the Process Standards in question "Evaluation done educators on learning outcomes for the level of competence of learners, and also used as a material preparation progress report learning outcomes and improve learning process".

According Suharsimi Arikunto (2013: 3) evaluation is a measurement and assessment activities. Assessment carried out after measurement, Measurement is defined as the scoring of student learning outcomes. Assessment is a systematic activity in collecting information about the process and learning outcomes of learners in order to make decisions based on certain criteria and considerations (Zainal Arifin, 2013: 4). Evaluation of learning outcomes using both test and non-test instruments can provide information about the extent to which learners learn achievement and how much success teachers in carrying out learning activities.

Instruments must have validity, reliability, relevant, representative, discriminatory, specific, and proportional characteristics in order to provide precise and accurate data. Instruments teacher often use in evaluation activities, especially the cognitive domain of test instruments. According to Anas Sudijono (2012: 67) "The test is a way or procedure that needs to be taken in the framework of measurement and assessment in the field of education". The test in the form of assignment or a series of questions that must be done by learners, so that the value

obtained that symbolizes the behavior or achievement of learning outcomes of learners.

Form of test used by formal institution in final examination Semester usually in the form of objective test (multiple choices) and subjective (essay). Questions in the final examination Semester must have a good quality in order to measure the ability of learner results precisely and accurately. For that matter, the matter must be analyzed to know the quality. The problem is said to be qualified if it meets the characteristics of the assessment item which includes: validity, reliability, difficulty level, different index, and effectiveness of distraction usage.

Implementation of the assessment using a tool or instrument called the item. The items are set of questions about the subject matter to be measured or test, the items are of several types but generally the items that are often used in multiple choice items and descriptions. The items are one of the instruments to perform the assessment, especially the evaluation of Final Exam Semester (UAS). So that a question grain must be really have a good quality first so that the assessment is really measurable. Good item items have at least five quality tests: validity, reliability, different index, difficulty level, and effectiveness of distraction usage.

"The analysis of the item aims to establish the identification of good, low, and bad questions" (Daryanto, 2012: 179). But, in fact some educators still do not care about the quality of a point of question, there are some teachers in the preparation of assessment tool is only derived examples of problems that exist in textbooks, collection of questions and items that are sourced from the internet . Some of these educators think that what is important to them is the availability of assessment tools to be used in assessment activities without regard to the procedures and mechanisms for the preparation of the correct items, a professional teacher should set up a scoring tool based on procedures and mechanisms for the preparation of the correct item so that the quality of the tool and the results of the assessment can be justified.

In order to obtain information in the form of problems that was raised to the background of research problems, observations were made on January 29th 2018 at SMAN 1 Pantai Cermin, the methods used in the observation activities are interviews to get the information on the instruments assessment in senior high school status directly to the chemistry subject teacher. From these interviews produced several important issues related to the instruments or test questions used in the odd semester exam of 2017/2018 Chemistry subject and all the problems are the same for example, the subject matter is UAS Chemistry is an instrument of assessment prepared by the subject teachers who are in it. UAS subject matter Chemistry is not known whether the quality is good quality or not, because the item has not been analyzed the quality of the item.

Based on the explanation of Chemistry subject teacher at SMAN 1 Pantai Cermin on January 29th 2018 that the question used for the final examination of Odd Semester has not been analyzed, so in terms of the assessment characteristics of the items about the quality is not yet to known. Teachers in compiling the final exam questions in Odd Semester still ignore the element of logical validity of the item for both multiple choice questions and Essay. In addition, the problems that were made were taken from books and question banks teacher handling who not known its quality.

Based on the problems occurring in SMA N 1 Pantai Cermin related to the final examination tool Odd Semester, it is necessary to analyze the characteristics of the assessment item. It is important to do so that the instruments used can present useful information for teachers and learners. Based on the description, the researcher intends to conduct research with the title "**ITEM ANALYSIS OF CHEMISTRY FINAL EXAMINATION SEMESTER SMA Negeri 1 PANTAI CERMIN**".

1.2. Problem Statement

Based on the background of the problem, the problems can be identified as follows:

1. Teachers has not done the analysis of the quality of the questions used for the assessment of students on the chemistry Subjects in SMAN 1 Pantai Cermin academic Year 2017/2018.
2. In the preparation of the item, there are some teachers who do not make assessment tool or item based on correct procedure and mechanism.
3. Teacher in preparing the problem still rely on the problems contained in book, bank questions and other sources
4. The quality of the items on the final exam of the Odd Semester of Chemistry Lesson class in XI and even semester class in XII of SMAN 1 Pantai Cermin of the academic year 2017/2018 is not yet known.

1.3. Scope of The Study

Based on the identification of the problem statement, this research is limited to the final exam of Chemistry Subject of SMAN 1 class in XI class in XI and even semester class in XII science Pantai Cermin in Academic Year 2017/2018 is in the form of objective matter in terms of quantitative analysis aspects of validity, reliability, difficulty level, different index and effectiveness of distraction usage and qualitative analysis aspects of material, construction and language by using panel technique and using analysis of cognitive domain distribution remembering the problem has never been analyzed.

1.4. Research Question

Based on problem research scope, the problem formulation in this research is how is the quality of the final examination class in XI and even semester class in XII of the Chemistry Semester of SMAN 1 Pantai Cermin in academic year 2017/2018 viewed from the quantitative analysis aspect of validity, reliability, difficulty level, distinguishing factor, and effectiveness of distraction usage and qualitative analysis aspects of material, construction and language?

1.5 Research Aim

Based on the formulation of the problem, the purpose of this research is to know the quality of item matter of final examination of the Chemistry Semester of class in XI and even semester class in XII science SMAN 1 Pantai Cermin in academic year 2017/2018 viewed from the quantitative analysis aspect of validity, reliability, different index, difficulty level and effectiveness of distraction usage and qualitative analysis aspects of material, construction and language.

1.6 Significance of Study

The results of this study are expected to be useful both theoretically and practically.

1. Theoretical benefits

The results of this study are expected to contribute to science and the education field, especially in the evaluation of learning outcomes.

2. Practical Benefits

a. For the writer, this research can be increase the insight and knowledge about the learning evaluation on the item analysis and add experience to be a provision if become educator in the future.

b. For schools the results of this study are expected to be used as a basis in making decisions related to the preparation of problems and the achievement of the learning process.

c. For teachers who arrange the research question is expected to provide inputs to teachers, especially those who taught the subjects of Chemistry on the analysis of items, so as to encourage teachers to do the analysis of items on the test device. Further impact, teachers can improve their ability in making test.