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## Validity and Reliability of a Digital-based Affective Evaluation Instrument on Indonesian MPK Learning at Ganesha University of Education

### Abstract

*This study aimed at developing a digital-based affective evaluation instrument on Indonesian MPK Learning at Universitas Pendidikan Ganesha. This study was Research and Development (R&D) adapted from ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation). The subjects of the study were 2 content experts, evaluation experts, language experts, 120 college students, and 3 lecturers of MPK Bahasa Indonesia. The data were collected from survey, interview, and affective scale. The data were analyzed quantitatively and described qualitatively. The results of the study show that the validity of a digital-based affective evaluation instrument on Indonesian MPK learning at Universitas Pendidikan Ganesha is very valid and it has very high degree of reliability.*

**Keywords:** A Digital-based Affective Evaluation Instrument, Indonesian MPK, ADDIE.

### Introduction

Based on the result of the preliminary observation, the evaluations that were given simultaneously starting in 2019 did not meet the objectives of the Indonesian MPK (Personality Development Course), regulations, and the government's objective. Before the Covid-19 pandemic spreads to Indonesia, the evaluation of Indonesian MPK learning at Universitas Pendidikan Ganesha (Undiksha) was conducted simultaneously using questions provided by the Indonesian MPK manager. However, from the researcher's analysis and the results of discussions from several other Indonesian MPK

lecturers, the given questions only covered the cognitive aspect. It was proven by the question for the mid-semester and end-semester tests in which the questions did not cover the affective aspect. In fact, it has a negative impact for the students in Indonesian course. The evaluation of Indonesian learning still measures the skills of the students as a study conducted by Faidah and Muyassaroh, (2018). The evaluation of affective aspect is still rare and almost never done. It also happened to Indonesian MPK learning at Undiksha.

In addition, the obtained data also showed that the students did not use good and correct

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Indonesian in communicating with the lecturers, making papers, and making presentations. It shows that students do not yet fully have a positive attitude towards the Indonesian language, that is, they do not yet have a loyal, proud, and aware attitude towards the use of the Indonesian. In addition, they also have low motivation to learn their own language. The same thing was conveyed by Yulia (2013) in which the students low motivation in learning a language. The attitude of students towards learning Indonesian is still indifferent. It can be seen from the low ability of students in writing scientific works such as papers and theses. In fact, the students considered learning Indonesian language very easy in doing interview. Moreover, Imaniah et al. (2018) reveal that self-esteem also contributes in language learning in which students tend to be shy in speaking their language if they have low self-esteem. An inappropriate learning evaluation will give an inappropriate impact on decision making as well. The ultimate goal of learning Indonesian MPK is to achieve positive attitudes of students towards Indonesian. According to Alieto, (2018), language attitude is a mental position or feeling towards one's own language. Language attitudes are divided into positive and negative. A positive language attitude has three characteristics, namely 1) language loyalty, 2) language pride, and 3) awareness of the norm (Suharyo & Subiantoro, 2018). Language loyalty means the encouragement of a language community to maintain its language. It can be in the form of prevention of various foreign languages. Language pride encourages someone to develop their language and use it as an identity and community unit. Awareness of norms encourages people to use their language carefully and politely. Related to the attitudes, Requero et al. (2020) states that it is difficult for students to change their habits in terms of norms and manners.

Considering the problems mentioned above, it is clear that the development of affective instruments on Indonesian MPK really needs to be conducted as soon as possible. Thus, the present study discusses the development of a digital-based affective evaluation instrument on Indonesian MPK Learning at Universitas Pendidikan Ganesha. It aims to test the validity and reliability of the affective evaluation instrument.

## Literature Review

Evaluation is a process of improving a quality of the product (Supriyadi et al., 2020). In addition, Zedda et al. (2017) state that learning evaluation is the process of measuring, assessing, and analyzing data, especially in

learning. It can be said that educational evaluation is a systematic process that measures, examines, interprets, considers, and provides feedback to determine the level of achievement of the learning objectives. Moreover, evaluation can be defined as a way to see someone's achievement and improve his/her performance (Almutairi & Shraid, 2021).

The purpose of evaluation in education is to make sure the reliability and validity of the students' outcome. It is used to see the development of students in obtaining skills, knowledge, and attitude (Adom et al., 2020; Rahman et al., 2021). In addition, Abuzir, (2018) states that evaluation aims to assess, estimate, and know the impact of value. The purpose of evaluation is to: (a) collect informational materials that will be used as evidence regarding the level of development or level of progress experienced by students after participating in the learning process; (b) determine the level of effectiveness of the teaching methods that have been used in the learning process for a certain period of time; (c) stimulate the activities of students in taking educational programs; and (d) to find the factors causing the success and failure of students in participating in educational programs (Saptono et al., 2018).

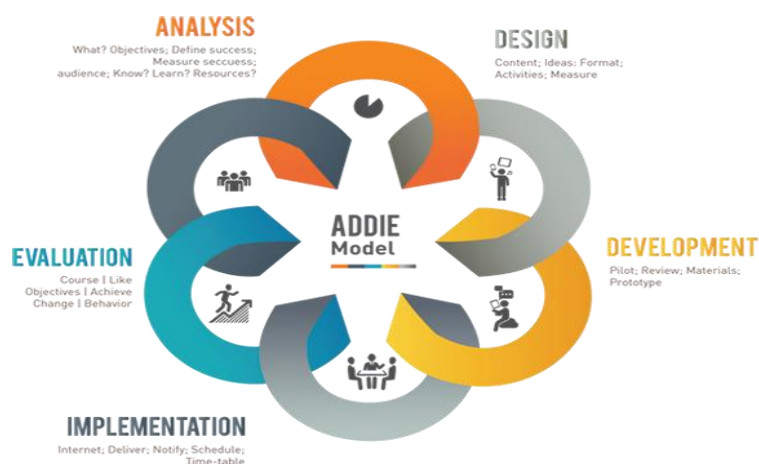
ADDIE model can be used for various forms of product development in learning activities such as models, learning strategies, instruments, learning methods, media, and teaching materials (Sukirman, 2018). In addition, Adam (2018) defines ADDIE model as a learning activity that has an interactive character with several basic steps of efficient, dynamic, and effective learning. The ADDIE model can be used to develop an efficient, dynamic, and effective learning instrument. The research design and development scheme of the ADDIE model forms a cycle consisting of 5 stages, namely: analysis, design, development, implementation, and evaluation.

The evaluation instrument is a tool that is used to collect or process information about the achievement of students' learning outcomes (M. H. Setiawan et al., 2019). In addition, Kurnia et al. (2017) states that evaluation instrument can be interpreted as measuring tools to collect data. In affective domain, the evaluation includes scales such as Likert scale (Setiawan et al., 2019). Then, the indicator is used as a starting point for compiling instrument items which can be in the form of statements or questions, both favorable (positive) and unfavorable (negative). The rating system in the Likert scale is favorable items including strongly agree/good (5), agree/good (4), neutral (3), disagree/good (2), strongly disagree/good (1).

## Research Methodology

The design of the present study was Research & Development (R&D) by conducting ADDIE development model. It is used to see the

effectiveness certain products which can be used in the real implementation (Sahraeni & Hartina, 2018). There were five stages of the ADDIE development model as follows.



**Figure 1.**

*The ADDIE Development Model*

### Analysis

The analysis stage was a process of defining everything that would be studied by students, namely conducting a needs assessment (needs analysis), identifying problems (needs), and conducting task analysis. The needs analysis was done by researchers in the process of designing learning evaluation instruments, especially in Indonesian MPK courses in which it did not meet the learning outcomes based on the vision and mission of Indonesian MPK. It means that there is a gap between reality and desired expectations in learning achievement.

### Design

This stage involved the activities in determining the taxonomy of the affective domain, classifying the levels of the affective domain, making a grid of affective instruments based on Indonesian MPK learning materials, determining the affective evaluation scale, processing the instrument into Likert scale questions, and designing the evaluation instrument into digital application.

### Development

At this stage, a digital-based affective evaluation instrument was developed for Indonesian MPK learning at Undiksha. Then, it was inserted into several applications that supported affective evaluation, such as: Quizizz, Google Form, Wordwall, and Bamboozle. In addition, implementing flowcharts becomes a

platform for affective evaluation instruments. The responses obtained from students will be entered into the affective evaluation platform developed by the researcher.

### Implementation

At the implementation stage, the digital-based affective evaluation instrument on Indonesian MPK learning at Undiksha was tested with different applications.

### Evaluation

At this stage, the obtained data were analyzed quantitatively and discussed qualitatively. All stages of this evaluation were aimed at the feasibility of the final product.

#### 1. Sample and Participants

The subjects for the development of evaluation instruments were experts, students, and lecturers. It consisted a). two content or material experts, b). two evaluation experts, c). two linguists, d). two media experts, e) ten students in the individual test stage, f). twenty students in the small group test, g). three Indonesian MPK lecturers, and h). one hundred and twenty students in the field trial.

#### 2. Instruments

The equipment used in this study is a digital camera and a digital voice recorder. The data of this study is photos and recordings of interview. The quantitative analysis mainly studies the photos and the qualitative analysis is the study of interviews.

### 3. Data Collection and Analysis

In this study, the data were collected by conducting methods of questionnaire observations, interviews, and affective scales. The data were processed in the form of comments, suggestions, and product improvements from expert validation. The questionnaire on the assessment instrument sheet was assessed by giving a check mark (√) according to the indicators contained in the item questions. Affective questions were given in the form of statements with 5 scales, namely strongly agree, agree, neutral, disagree, and strongly disagree

The data analysis method was a mixed method, namely quantitative-qualitative. This feasibility test was divided into two, namely theoretical feasibility and empirical feasibility. Quantitative data in testing the feasibility of the theory was obtained from the number of scores in the product validation sheet by experts obtained from a questionnaire. (The assessment instrument was valid if the average number of each item score given by all experts was > 50%. Questions are said to be theoretically inappropriate if the average number of each item score given by all experts was <50%. Empirical feasibility was used to analyze the items. The criteria interval of 86%-100% was included in the very feasible category (Rosita, 2014). Item analysis was used to test the quality of the questions tested on the small group test and the large class test. In the small class trials and large class trials, researchers used a practitioner/educator's response questionnaire about the attractiveness and ease of use of non-test instruments. The practitioner's response questionnaire regarding the use of evaluation instruments was said to be interesting and easy to use if the average percentage of the number of attractiveness and convenience indicators provided by practitioners was 50%. The practitioner's response questionnaire regarding the use of evaluation instruments was categorized to be unattractive and not easy to be implemented if the average percentage of attractiveness and convenience indicators provided by practitioners was <50%.

## Result and Discussion

### 1. Validity of the Digital-based affective Evaluation Instrument on Indonesian MPK Learning Undiksha from the Experts

In this study, the validity of the digital-based affective evaluation instrument on Indonesian MPK learning Undiksha was assessed by three experts as presented in Table 1 as follows.

**Table 1.**

*The Summary of Expert Validation Results*

No	Expert Review	Average Score (%)	Criteria of Validation
1	Content expert	97.50	Very Valid
2	Evaluation expert	83.93	Quite Valid
3	Language expert	89.06	Very Valid
Average		90.16	Very Valid

Table 1 showed that the affective evaluation instrument was assessed by different experts. The content expert was categorized into very valid validation. The evaluation expert was categorized into quite valid validation. The language expert was categorized into very valid validation. This validation was validated by two experts. In terms of evaluation, this instrument has met the requirements of a quality evaluation instrument. In terms of language, the language is based on the improved spelling. The validity of this research has similarities and differences in several research results related to development of product. From the aspect of equality, this study has similarities with research conducted by Zunaidah and Amin (2016), Safitri and Hartati (2016) and Prasetyo and Perwiraningtyas (2017), Wardathi and Pradipta (2019), and Mukholifah et al (2020) in which this research has similarities in applying content/material experts to their research which is also applied to this study. In addition, Zunaidah and Amin (2016), Wardathi and Pradipta (2019), and Mukholifah et al (2020) have similarities by applying three components of validity to their research. Beside the similarities in the application of the three aspects of experts in testing the validity, there are differences in one or two aspects of the experts used when compared to this study. The study conducted by Mukholifah et al (2020) used two different experts comparing to this study, namely the use of media experts and learning experts. Not only that, Zunaidah and Amin (2016) as well as Wardathi and Pradipta (2019) have differences in the use of media experts. Moreover, the study conducted by Safitri and Hartati (2016) and Prasetyo and Perwiraningtyas (2017) has a difference in the validity aspect which only used two aspects of validity by involving media experts in their research. Thus, it can be said that the development study always involves content/material experts. On the other side, experts adjust certain aspect depending on what is developed and needed.

### 2. Reliability of the Digital-based affective Evaluation Instrument on Indonesian MPK Learning Undiksha

In addition, the validity and reliability of the instrument was obtained by conducting item validation using *Pearson's Product Moment* as presented in Table 2.

**Table 2.**  
The Result of the Item Validation with Pearson Correlation

Items	Pearson Correlation	r table	Sig. (2-tailed)	Description
1	.324 <sup>**</sup>	0.195	0.000	Valid
2	.294 <sup>**</sup>	0.195	0.001	Valid
3	.346 <sup>**</sup>	0.195	0.000	Valid
4	.272 <sup>**</sup>	0.195	0.003	Valid
5	.238 <sup>**</sup>	0.195	0.009	Valid
6	.321 <sup>**</sup>	0.195	0.000	Valid
7	.269 <sup>**</sup>	0.195	0.003	Valid
8	.200 <sup>*</sup>	0.195	0.028	Valid
9	.294 <sup>**</sup>	0.195	0.001	Valid
10	.335 <sup>**</sup>	0.195	0.000	Valid
11	.321 <sup>**</sup>	0.195	0.000	Valid
12	.446 <sup>**</sup>	0.195	0.000	Valid
13	.341 <sup>**</sup>	0.195	0.000	Valid
14	.284 <sup>**</sup>	0.195	0.002	Valid
15	.317 <sup>**</sup>	0.195	0.000	Valid
16	.308 <sup>**</sup>	0.195	0.001	Valid
17	.373 <sup>**</sup>	0.195	0.000	Valid
18	.356 <sup>**</sup>	0.195	0.000	Valid
19	.257 <sup>**</sup>	0.195	0.005	Valid
20	.284 <sup>**</sup>	0.195	0.002	Valid
21	.209 <sup>*</sup>	0.195	0.022	Valid
22	.287 <sup>**</sup>	0.195	0.001	Valid
23	.558 <sup>**</sup>	0.195	0.000	Valid
24	.225 <sup>*</sup>	0.195	0.014	Valid
25	.462 <sup>**</sup>	0.195	0.000	Valid
26	.415 <sup>**</sup>	0.195	0.000	Valid
27	.247 <sup>**</sup>	0.195	0.007	Valid
28	.441 <sup>**</sup>	0.195	0.000	Valid
29	.386 <sup>**</sup>	0.195	0.000	Valid
30	.305 <sup>**</sup>	0.195	0.001	Valid
31	.518 <sup>**</sup>	0.195	0.000	Valid
32	.421 <sup>**</sup>	0.195	0.000	Valid
33	.340 <sup>**</sup>	0.195	0.000	Valid
34	.459 <sup>**</sup>	0.195	0.000	Valid
35	0.124	0.195	0.177	Invalid
36	.343 <sup>**</sup>	0.195	0.000	Valid
37	.334 <sup>**</sup>	0.195	0.000	Valid
38	.286 <sup>**</sup>	0.195	0.002	Valid
39	.282 <sup>**</sup>	0.195	0.002	Valid
40	.531 <sup>**</sup>	0.195	0.000	Valid
41	.234 <sup>**</sup>	0.195	0.010	Valid
42	.287 <sup>**</sup>	0.195	0.001	Valid
43	.493 <sup>**</sup>	0.195	0.000	Valid
44	.354 <sup>**</sup>	0.195	0.000	Valid
45	.425 <sup>**</sup>	0.195	0.000	Valid
46	.558 <sup>**</sup>	0.195	0.000	Valid
47	.285 <sup>**</sup>	0.195	0.002	Valid
48	.334 <sup>**</sup>	0.195	0.000	Valid
49	.226 <sup>*</sup>	0.195	0.013	Valid
50	.480 <sup>**</sup>	0.195	0.000	Valid
51	.442 <sup>**</sup>	0.195	0.000	Valid
52	.360 <sup>**</sup>	0.195	0.000	Valid
53	.533 <sup>**</sup>	0.195	0.000	Valid
54	.425 <sup>**</sup>	0.195	0.000	Valid
55	.331 <sup>**</sup>	0.195	0.000	Valid
56	.401 <sup>**</sup>	0.195	0.000	Valid
57	.322 <sup>**</sup>	0.195	0.000	Valid
58	.337 <sup>**</sup>	0.195	0.000	Valid
59	0.100	0.195	0.276	Invalid
60	.436 <sup>**</sup>	0.195	0.000	Valid
61	.482 <sup>**</sup>	0.195	0.000	Valid
62	.215 <sup>*</sup>	0.195	0.018	Valid
63	.439 <sup>**</sup>	0.195	0.000	Valid
64	0.044	0.195	0.636	Invalid
65	.505 <sup>**</sup>	0.195	0.000	Valid
66	.554 <sup>**</sup>	0.195	0.000	Valid
67	.437 <sup>**</sup>	0.195	0.000	Valid
68	.439 <sup>**</sup>	0.195	0.000	Valid
69	.424 <sup>**</sup>	0.195	0.000	Valid
70	.487 <sup>**</sup>	0.195	0.000	Valid
71	.502 <sup>**</sup>	0.195	0.000	Valid
72	.340 <sup>**</sup>	0.195	0.000	Valid
73	.252 <sup>**</sup>	0.195	0.005	Valid
74	.521 <sup>**</sup>	0.195	0.000	Valid
75	.489 <sup>**</sup>	0.195	0.000	Valid
76	.326 <sup>**</sup>	0.195	0.000	Valid
77	.239 <sup>**</sup>	0.195	0.009	Valid
78	.535 <sup>**</sup>	0.195	0.000	Valid
79	.480 <sup>**</sup>	0.195	0.000	Valid
80	.337 <sup>**</sup>	0.195	0.000	Valid

Tabel 2 showed 77 instrument items with the value of Pearson Correlation  $> r$  table, namely 0.195 or sig value is smaller than 0.05. It means that 77 items of the instrument were valid. However, there were 3 items with the value of Pearson Correlation  $< r$  table or sig. greater than 0.05, namely items numbered 35, 59, and 64 were invalid/drop. Based on the results of the Pearson's Product Moment item validity test, only 77 items were valid from the 80 developed instruments. After that, the 77 valid instruments were tested for reliability using Cronbach's Alpha as shown in Table 3 as follows.

**Table 3.**

*The Result of Reliability Test Using Cronbach's Alpha*

Cronbach's Alpha	Total of Items	Description
0.915	77	Very high degree of reliability

Table 3 showed the results of the reliability test using Cronbach's Alpha. It was found that 77 items were valid. The value of Cronbach's Alpha was 0.915. It was categorized into very high degree of reliability. In line with the use of Alpha Cronbach conducted by Saptono et al. (2018) in developing an instrument to measure the affective domain of entrepreneurship learning in high school students. Their study used Cronbach's Alpha to obtain the validity and reliability of the instrument. In addition, Supriyadi et al. (2020) also developed an instrument with the ADDIE model to assess the skills of students in arts and culture subjects. The results of content validity show 10 criteria for the measured value  $> 0.3$ , which means that the developed instrument is valid with instrument value of 0.847. From the explanation above, it can be seen that the Cronbach's Alpha can be used. to test the level of validity and reliability of the instrument.

The development of this evaluation instrument is classified as a micro-evaluation which is seen from the research objectives at the affective level of students. The results of the evaluation have significant benefits in learning activities. The purpose and function of the evaluation is to determine the level of success of students during learning and measure the learning competency (Adom et al., 2020; Rahman et al., 2021). It is also used to improve a quality of the product (Supriyadi et al., 2020). Moreover, Abuzir, (2018) states that evaluation aims at assessing, estimating, and knowing the impact of value. The evaluation instrument can be used to collect or process information about

the achievement of students' learning outcomes (M.H. Setiawan et al., 2019). In affective domain, the evaluation usually uses scales such as Likert scale (Setiawan et al., 2019).

## Conclusion

The present study develops the affective evaluation instrument on Indonesian MPK at Undiksha using ADDIE model. The validity of the instruments was categorized into very valid validation and it has very high degree of reliability. It means that the developed instrument is trusted to be used to measure the students' affective domain. It is suggested for the educators to assess the students' attitude beside their cognition. The students are also expected to build positive attitude in joining the learning process.

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### Authors Profile



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