QUESTIONS ANALYSIS ON COGNITIVE DOMAIN IN INDONESIAN SUBJECT ATTENTH GRADE STUDENTS OF SMA NEGERI MODAL BANGSA ACEH BESAR

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ABSTRACT

An evaluation through the test which is not balanced by the percentage proportion of the question items. Therefore, this study aims (1) to describe the cognitive domain of questions on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar. The data were obtained through documentation techniques. The technique in analyzing data are listed as follow: (1) listing all items of Indonesian subject, (2) making a solution per item, (3) describing the workings of brain in solving the item, (4) determining the cognitive domain of each item, (5) making the classification of cognitive domains for all items, (6) suming the cognitive domain of all items, (7) making the percentage of cognitive domains for all items, (8) Comparing the results of the cognitive domain percentage for all items by balanced the proportion of the sixth cognitive domains for SMA, and (9) making the conclusions of the all items assessment of Indonesian subject. The results of this study shows that there are the cognitive domain of the questions on the second semester final exam year 2015/2016 in Indonesian subject of tenth grade students of SMA Negeri Modal Bangsa Aceh Besar i.e. the C1 level items at 11% classified as unbalanced, C2 level items at 20% classified as unbalanced, C3 level items at 7% classified as unbalanced, C4 level items at 33% classified as unbalanced, C5 level items at 22% classified as unbalanced, dan C6 level items at 7% classified as unbalanced. From results of this study proved that the questions on cognitive domain are not balance by the percentage proportion balancing of the items for grade of the SMA. Thus, an evaluation of questions on cognitive domain on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade students of SMA Negeri Modal Bangsa Aceh Besar still requires the adjustment of percentage proportion balancing in the future.

Keywords: analysis, questions item, cognitive domain
INTRODUCTION

The study deals with the analysis of the questions item on cognitive domain in Indonesian subject at tenth grade students of SMA Negeri Modal Bangsa Aceh Besar on the second semester final exam year 2015/2016. This study of questions item describes memory or knowledge (C1), comprehension (C2), application (C3), analysis (C4), synthesis (C5) and evaluation (C6). The sixth cognitive domains are related to linguistic and literary aspects in the items.

Indonesian subject contains aspect of language and literary for all school levels. Aspect of language and literature became a study of Indonesian subject. Both aspects are integrated into Indonesian subject, but have different study at space science. However, the activity of learners have a proportion of the balance between the language and literature. That is, the level of student thinking is divided into C1, C2, C3, C4, C5, and C6 in these subjects.

Based on the informations that found in research in the SMA Negeri Modal Bangsa Aceh Besar, the assessment of Indonesian subject teachers on learners are as follows:

1). Teachers often overlook an assessment of the Indonesian subject about cognitive domain.
2). Teachers just less attention to activities of the students to think for the Indonesian subject in the learning.
3). Teachers don’t understand the limitations of cognitive domains in the process of learning the Indonesian subject.
4). Forms of teacher-made tests don’t scale very well.

Rate on learning the Indonesian subject often does not accumulate cognitive domain which corresponds to a proportion of the balance. Supposedly, the dose should be in accordance with the learners cognitive development have been set at the school level. The development of cognitive domain for leaners of SD, SMP, dan SMA is not the same or have difference to each school levels. Cognitive development of SMPlearners’ level higher than the SD level and lower than the SMA level.

Test instruments for Indonesian subject were used as a tool to obtain information in measuring the ability of students of SMA Negeri Modal Bangsa Aceh Besar were encountered inaccuracy regarding cognitive development. This inaccuracy is often seen and found on items
Indonesian subject. To be able to assess the development of cognitive ideally understand cognitive load. Each item on the Indonesian subject is containing levels of cognitive. Cognitive domain on question item sometimes has complex shape. In addition, a question item has different levels. Most items are at a low level and item others are at a higher level (more than one ability). Therefore, cognitive on question item for the level of students in school is important to understand in order to measure the ability of learners who corresponds with the balance of proportions.

Those subjects Indonesian question item often not precisely measured to the cognitive of learners. Those items on the level of cognitive, there is not enough charge and there is an excessive load on the specific domain. In fact, the ability of students in the cognitive domain can be mapped to identify cognitive of learners. With the mapping, it can be seen by the teacher, the realm of what are the weaknesses or deficiencies of students and the realm of what can already be controlled by the learner. Thus, the information of each cognitive domain can be known and can be used as guidelines to improve students’ skills in certain realm.

From the descriptions above, researcher assumes that the test instrument or questions item that are created as a teacher appraisal process becomes important to find out information about the cognitive development of students in the Indonesian subject. With the appropriate assessment tool, the information that obtained automatically can prove the achievement of students’ abilities that obtained or the success of the learning process. Therefore, researchers will study an analysis of the cognitive domain of questions in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar on the second semester final exam year 2015/2016.

METHODS

This approach of method used in this research is quantitative research. It means the phenomena of assessment of teachers to student is natural. Therefore, this study provides a description on assessment about Indonesian subject teachers to students in SMA Negeri Modal Bangsa Aceh Besar. Source of data in this study is the question sheet on the second semester final exam year 2015/2016.

This research date is taken from the entire questions item in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa
Aceh Besar. By doing so, researcher can analyze the cognitive domain that was contained in items as research data. The data needed is collected by using documentation technique. Document needed is question sheet in Indonesian subject. To that, researchers only take the question sheet from the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar.

RESULTS AND DISCUSSION

Based on the analysing dates above, the cognitive domain of questions item on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar was classified in the form of tables and diagrams as follows.

Table 1. The Result of Analysis of Questions on Cognitive Domain on the Second Semester Final Exam Year 2015/2016 in Indonesian Subject at Tenth Grade Student of SMA Negeri Modal Bangsa Aceh Besar

<table>
<thead>
<tr>
<th>Number</th>
<th>Cognitive Domain</th>
<th>The Amount of Questions Item in Indonesian Subject</th>
<th>The Number of Questions Item in Indonesian Subject</th>
<th>The Amount of Questions Item in Indonesian Subject Based on Cognitive Domain</th>
<th>Percentage of Questions Item in Indonesian Subject Based on Cognitive Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Knowledge (C1)</td>
<td>45 items</td>
<td>1, 11, 14, 41, and 43</td>
<td>5 items</td>
<td>11%</td>
</tr>
<tr>
<td>2.</td>
<td>Comprehension (2)</td>
<td>45 items</td>
<td>2, 3, 4, 5, 20, 29, 34, 38, and 42</td>
<td>9 items</td>
<td>20%</td>
</tr>
<tr>
<td>3.</td>
<td>Application (C3)</td>
<td>45 items</td>
<td>36, 39, and 44</td>
<td>3 items</td>
<td>7%</td>
</tr>
<tr>
<td>4.</td>
<td>Analysis (C4)</td>
<td>45 items</td>
<td>6, 8, 9, 12, 16, 18, 21, 23, 25, 27, 28, 31, 33, 37 and 40</td>
<td>10 items</td>
<td>33%</td>
</tr>
<tr>
<td>5.</td>
<td>Synthesis (C5)</td>
<td>45 items</td>
<td>7, 10, 15, 19, 24, 26, 30, 32, 35, and 45</td>
<td>9 items</td>
<td>22%</td>
</tr>
<tr>
<td>6.</td>
<td>Evaluation (C6)</td>
<td>45 items</td>
<td>13, 17, and 22</td>
<td>3 items</td>
<td>7%</td>
</tr>
</tbody>
</table>
The chart above shows the percentage of questions to cognitive domain on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar. The thing describes the proportion of percentage to cognitive domain with the passage of colors, namely blue of memory or knowledge (C1) is 11%, yellow of comprehension (C2) is 20%, green of application (C3) is 7%, orange of analysis (C4) is 33%, purple of synthesis (C5) is 22%, and red of evaluation (C6) is 7%.

Based on the processing dates above, this study provides an overview about an analysis of the questions to cognitive domain on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar. The research data was obtained from 45 items that divided into 40 multiple choices and 5 essays.

From the result of analysis to dates above, it can be known that an analysis of the questions to cognitive domain on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar. It was seen from the complexity or the works way of brain in the students answered the questions item Indonesian subject. The results of this study show that (1) there are the cognitive domain of the questions on
the second semester final exam year 2015/2016 in Indonesian subject of tenth grade students of SMA Negeri Modal Bangsa Aceh Besar i.e. the C1 level items at 11% classified as unbalanced, C2 level items at 20% classified as unbalanced, C3 level items at 7% classified as unbalanced, C4 level items at 33% classified as unbalanced, C5 level items at 22% classified as unbalanced, dan C6 level items at 7% classified as unbalanced. As recommended to curriculum (in Nurgiyantoro 2009: 40), the balancing of assessment proportion of sixth cognitive domain should be like in the following table.

Table 2. Assessment Proportion Balance of Cognitive Level for SMA

<table>
<thead>
<tr>
<th>Cognitve domain</th>
<th>Proportion in percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Grade</td>
<td>Knowledge</td>
</tr>
<tr>
<td>SMA</td>
<td>C1</td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

In connection with that, the percentage of questions item of cognitive domain to the research result should be adjusted to the balancing of assessment proportion of sixth cognitive domain for SMA to Indonesian subject. The adjustment can be done by changing the following percentage of proportion.

1) The analysis result of questions item of knowledge level (C1) at 11% classified as unbalanced as well as changed to be 20%.
2) The analysis result of questions item of comprehension level (C2) at 20% classified as unbalanced as well as changed to be 30%.
3) The analysis result of questions item of application level (C3) at 7% classified as unbalanced as well as changed to be 25%.
4) The analysis result of questions item of analysis level (C4) at 33% classified as unbalanced as well as changed to be 15%.
5) The analysis result of questions item of synthesis level (C5) at 22% classified as unbalanced as well as changed to be 5%.
6) The analysis result of questions item of evaluation level (C6) at 7% classified as unbalanced as well as changed to be 5%.
CONCLUSION

Based on the result research that has been described, it can be concluded that an analysis of the questions to cognitive domain on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar is not balance by the percentage proportion balancing of the items for grade of the SMA in Indonesian subject. This is evident from the comparison of percentage to amount items of Indonesian subject. The amount of question is 45 items that divided into 40 multiple choices and 5 essays. As for detail of items on cognitive domain in Indonesian subject i.e. the C1 level items at 11% classified as unbalanced, C2 level items at 20% classified as unbalanced, C3 level items at 7% classified as unbalanced, C4 level items at 33% classified as unbalanced, C5 level items at 22% classified as unbalanced, danC6 level items at 7% classified as unbalanced. Thus, an evaluation of questions on cognitive domain on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade students of SMA Negeri Modal Bangsa Aceh Besar still requires the adjustment of percentage proportion balancing in the future.

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Questions Analysis on Cognitive Domain in Indonesian Subject at Tenth Grade Students of SMA Negeri Modal Bangsa Aceh Besar. (Harfiandi)


