

Teachers' Perspective On Standardized Test

Iyan Irdiyansyah^{*)}, Tia Rizki^{*)}

^{*)}*Universitas Pakuan, Bogor, Indonesia*

Corresponding Author: iyan.irdiyansyah@unpak.ac.id

Abstract. Validity and reliability are the minimal characteristics of standardized test. Both of characteristics are fundamental requirement in measuring students' achievement cognitively because the quality test will achieve quality achievement. The research conducted to describe teachers' perspective on standardized test. As much as 20 respondents are chosen purposefully. Qualitative approach with descriptive method are used concerning this research. Observation, documentation and interview are the tools of gaining qualitative data. The findings show that 85% from the 20 respondents knew the terminology of standardized test (validity and reliability) but do not practice it. As much as 80% never validate the test by their self. As much as 20 % from 20 respondents do not understand how to validate the test manually or electronically. The conclusion of the research are the teachers have various perspective towards standardized test. Some teachers assume that the test should be standardized and some have other perceptions.

Keywords: Descriptive, Teachers' Perspective, Standardized Test.

I. INTRODUCTION

Standardized test is a test compiled by the expertise in the field of educational or psychological measurement or prepared by a specialized agency of professional test organizers. Item test is called standardized test when the item test has good characteristics. There are four popular characteristics of item test; validity, reliability, level of difficulties and test differentiator.

Standardized test is a part of evaluation science which has already been used around the world especially in education field. It is intended to measure students' competency cognitively. Indonesia is a country who does the standardized test. It is implemented by The Ministry of Education and Culture through the National Examination event.

National examination becomes the barometer of educational improvement. It means that the test given in the national examination should have good quality and fulfil the requirements of good test characteristics. Because invalidated test will cause the inaccurate result of the test.

School as educational institution should have good qualified teachers. The qualified teachers are the teachers who have the ability to educate and the ability to evaluate or assess. The ability to educate is the teachers' competency to deliver the subject and change the students' ideas and behavioral. While the ability to evaluate is the competency of constructing test, non-test, item test analysis and making decision.

Nowadays, not all teachers do the job properly as the real teacher. Sometime, they ignore the

importance of evaluation and assessment. Based on the pre-observation done to some teachers in various school in Bogor related to standardized test. The test given to the students is the test taken from ex-national examination test. The teachers rarely create test by own self. Moreover, they do not validate the test.

Therefore, the research conducted to describe teachers' perspective on standardized test.

II. RESEARCH METHODS

Qualitative approach and descriptive method are used to describe every single information derive from the instruments. Documentation, observation and interview are the tools in gaining the qualitative data. As much as 20 respondents are chosen purposively. The respondents are taken from the state and private schools in various levels.

III. RESULTS AND DISCUSSION

Based on collected and gained data from the respondents, the findings are: as much as 85% know the terminology of validity and reliability but do not practice it. As much as 65% do not construct the test individually. They usually adopt from the ex-national examination test or browse in the internet. As much as 45% do not know the characteristics of good test. Additionally, as much as 80% do not validate the test by their self. Either 20% do not understand how to validate the test manually or electronically.

A test is a tool of measuring someone knowledge, attitude, aptitude and so on. It is usually

used in every institutions. Either corporation or educational institution. In line with Brown, (2004:3) who highlights that “a test is a method of measuring a person’s ability, knowledge or performance in a given domain.” Testing becomes an instrument to produce the result of persons’ performance. Thus, the test given should have good standard.

Standardization of the test can be called as mutual test. Specifically, the terminology of the standardized is a test that compiled by the expertise team, or compiled by a specialized agency that conducts tests professionally. The test is known as qualified test when every item test qualify for validity, reliability, and objectivity. This test can be used in a relatively long time and can be applied to several objects covering a large area. In addition, standardized tests have been classified based on their age and grade. The standardized test is purposed to measure learners’ ability in some aspects, namely the position of learning, learning progress, and diagnosis. The standard test also defines as a test where all students answer the same questions or tests from most of the questions done by following the same instructions and within the same time frame.

Kim and Zabelina (2015) state that “Standardized tests assert that they are fair and impartial measures of academic performance and have become the most prevalent measures of the quality of educational programs.” The Standardized tests are conducted formally, cultivated in uniform conditions, whether it is provided to students in the execution of individuals or students as members of a group. In Standard tests are usually equipped with manuals. This manual contains explanations or clues that need to be primarily describing implementation, scoring, and interpretation.

Standardization of a test is a must in order to measure what should be measured. Preparation and testing are mostly done in the field of education. As stated by Wray (2016: 1) that “Standardized tests are designed to show what students have learned and retained in the classroom setting. It is used to measure various aspects including cognitive, affective and psychomotor aspects. Test activity is inseparable from a teacher's work. Because the teacher is a lot of interacting with students. Therefore the teacher should be able to master the science of evaluation.

According to Herman and Golan (1991) “standardized testing has substantial effects on schools and the teaching learning processes”. In line with Fulcher and Davidson (2007) who states that;

“Questions of validity impact on our daily lives and how we interact with people and the world around us; it is just that we don’t reflect very frequently on the kinds of validity decisions that we make. We observe all kinds of behavior, hear what people say to us and make inferences that lead to action or beliefs.”

The statements emphasize the important of standardized test especially in the field of education. It affect the effectiveness of teaching learning process. In addition, the standardized test does also require test takers or the students to answer the same questions. It is aimed to make the results of the test are comparable. The formats of a standardized test are various. Those are including short-answer questions and multiple-choice questions as common format that are usually used to test a student. Moreover, in constructing those types of test, the test makers or the teachers should consider at least two characteristics of the test. They are reliability and validity.

In connection with standardized testing, Walberg (2011) mentions that it is essential for the students’ learning experience. It contributes by giving the students the information on how well they understand and mastered the material thought. Furthermore, a standardized test usually uses a computer which can give the immediate feedback for the students. Therefore, they will be able to know about the correct or incorrect response faster than when the teacher does it manually. This could be saving much more time, and the data is more accurate.

In line with Walberg, Kaukab and Mehrunnisa (2016) also stated that there are many benefits of standardized testing. They believe that It helps identifies the strengths and weaknesses of students in relation to the national average of the students at similar age and level of education. Then, it helps to establish accountability of teachers and schools because generally the result of the tests becomes public record. Furthermore, a standardized test is also beneficial to allow the students to be in the same level. A standardized testing at college level would give equal opportunity to students belonging to all any city of the province to enter into a university.

However, in fact, there are many of the test makers or teachers seem do not do so although it is really important. Some teachers do not validate the test. As cited by R#1 in excerpt 1,

“Untuk sementara ini belum ada uji reliabilitas soal untuk setiap pembelajaran karena setiap jurusan guru memiliki dokumentasi soal sendiri”
[For this time, there is no reliability test for any subjects. Every teacher has their own test item documentation]

From his statement, it can be concluded that R#1 thinks that standardized testing is not really important because the teacher have already created the test items by themselves.

In addition, R#2 stated the same thing as R#1 in excerpt 2,

“Iya sudah pasti dan di sekolah ini memiliki tim untuk menguji valid atau tidaknya suatu soal”
[Absolutely, and we have a team to validate the test]

R#2 claimed that validating the test item is definitely important to check whether the test is appropriate or not. However, R#2 mentioned that the school did not use software to validate the data. They preferred to do it manually. In addition, the school has the test items which were collected before from the teachers.

Meanwhile, R#3 also gave her explanation on standardized test in excerpt 3. She mentioned that the school does validate the data even though it is not 100 percent.

“...cuman disini soal belum sampai ke seratus persen belum kesana karena terkait dengan analisis butir soal”
[...but in this case, the test item validation has not fully analyzed to 100%]

R#3 claimed that the school has a problem in doing validation. They have to deal with the limited time while they also have to do other stuffs. She also mentioned the tool to measure the validity was having a problem. It does not work due to several conditions. Therefore, sometimes they should do it manually which consume too much time.

In another word, R#4 argued that it depends on the teachers. They usually depend on the KD “*Kompetensi Dasar*” and then they can construct the test items based on the KD and the indicators that have been considered before. Additionally, the test items are taken from *Bank Soal*. As it was linked in excerpt 4,

“...tergantung gurunya. Jadi bapak tersebut lebih mengacu kepada KD setelah itu di buat kisi kisi. Dalam pembuatan soal nya itu di ambil dari bank soal”
[...it depends on the teacher. He refers to the KD so he can make a latticework. In making the items, they take it from *bank soal*]

Dealing with all the statements, R#5 also has the same opinion as the other about the standardized test. It can be seen from his statement below in excerpt 5,

“Ya, kita uji untuk kevalidannya itu kan di analisis biasanya standar menguji itu validitas kemudian reliabilitas, pengecoh, daya pembeda dsb.
[Yes. We validate and analyze the items, because usually the testing standardizations are validity, reliability, destructor, and differentiator]

R#5 was also sure that by validating the items, the teachers are able to know the appropriateness of the items. If it is not appropriate, then they can directly revise it, or if the items are too easy or too hard, so they can change it into a better one. Moreover, the teachers do validate the items electronically using the excel formula. By using excel, they will know the items are valid when it shows a good score.

IV. CONCLUSION

Teachers as educator should have two fundamental basics, there are the competency of educating and the competency of evaluating. Educating means the teachers do not only having the ability of delivering subject but also having the ability of opening students' minded and touching students' hearth. Because by touching students' hearth, the subject delivered can be comprehended easily. It is explained long time ago in West Java local wisdom (*Silih Asih, Silih Asah, Silih Asuh*). Evaluating means the teacher should have the ability of constructing test, validating the test and making decision.

As a result of this research is that teachers have their perspective related to standardized test.

Recommendation

Quality achievement only can be derived by mutual test. It is suggested and recommended to the teachers to upgrade their knowledge of evaluation and assessment. Schools as educational institution should facilitate the teachers in developing and exploring their competency.

The other researcher who desires to conduct similar research should pay attention to the number of respondents in order to be generalized. Besides, digging up the information from the respondents should be increased.

The result of this research cannot be generalized because lack of respondents, limited fund and time.

REFERENCES

- Brown, H. Douglas. 2002. *Language Assessment Principles and Classroom Practice*. San Francisco: Longman, Inc.
- Edriss, Rabih and Etchells, Mathew J. 2016. “*The Case for and Against Standardized Testing*”. Electronic International Journal of Education, Arts, and Science. Vol. 2. Issue 4 (126-162). Retrieved from <http://www.eijeas.com>
- Fulcher Green and Davidson Fred. 2007. *Language Testing and Assessment: an advanced resource book*. London and New York. Routledge Applied Linguistics.
- Herman, L. Joan and Golan, Shari. 1991. *Effects of Standardized Testing on Teachers and Learning-Another Look*. National Center for Research on Evaluation, Standards, and Student Testing (CRESST). UCLA Graduate School of Education.
- Kaukab, Syeda Rakhshanda and Mehrunnisa, Syeda. 2016. “History and Evolution of Standardized Testing – A Literature Review”. International Journal of Research-Granthaalayah. Vol. 4. Issue 5 (126-132). Retrieved from http://granthaalayah.com/Articles/Vol4Iss5/14_IJRG16_B05_99.pdf

- Kim, Hee Kyung and Zabelina Darya. 2015. *Cultural Bias In Assessment: Can Creativity Assessment Help?* International Journal of Critical Pedagogy Vol. 6 No. 2
- Walberg, H. J. (2011). *Tests, testing, and genuine school reform*. Hoover Press
- Wray, Bruton Jacqueline. 2016. *Principals' Perspectives on the Effect of Standardized Testing on Teaching and Learning*. Weldon University