

Development of Self-Confidence Assessment Instruments for 7th State Junior High School Students in Banjarmasin

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Abstract. So far, most teachers only focus on the aspect of knowledge, while the assessment of the attitude aspect is only done through the teacher's subjective observations. This study aims to develop an instrument in the form of a valid and reliable student self-assessment to measure attitudes on indicators of self-confidence. The method used is Research and Development (R&D) from Borg and Gall. This research was conducted at State Junior High School 7 Banjarmasin, with 200 students as the sample. Data collection techniques used in the form of a questionnaire. The data were analyzed descriptively quantitatively with the help of SPSS version 25 program. Of the 35 instruments that were tested on a small scale, there were 28 valid instruments and 7 invalid items because they had an rcount of 0.349 at a significance level of 5%. Of the 28 valid instruments, a large-scale trial was carried out with a sample of 200 students. The results of the analysis of 28 items using the product moment test, the results obtained that all instruments were declared valid because all of them had rcount values > 0.138. From the 28 instrument items, it was followed by a reliability test using Cronbach's alpha formula and obtained a value of 0.898 (high criteria). It can be concluded that the 28 instruments are suitable to be used to assess the self-confidence of the students of SMP Negeri 7 Banjarmasin.

Keywords: *Assessment Instruments; Confident Attitudes*

INTRODUCTION

Education is the key in developing knowledge and efforts to form quality human resources. The hope is that education is able to develop the quality of the younger generation in various aspects, where it can be a solution to the problems of culture and national character. The curriculum is a very urgent part in the implementation of formal education in schools. This is also contained in Law No. 20 of 2003, in Chapter I Article 1 Paragraph 19 states that "the curriculum is a guideline for the implementation of learning activities to achieve certain educational goals". The presence of the 2013 Curriculum is nothing but an effort to achieve national education goals.

In order to know the achievement of educational goals, an evaluation is needed to determine the level of achievement.

(Asrul et al, 2014) said that evaluation is a series of continuous and systematic actions in determining quality based on certain criteria and considerations for making decisions. Dimiyati and Mudjiono (Adawiah et al., 2021) define "Evaluation is a systematic process to determine the value of something based on certain criteria through assessment." From the definition of evaluation put forward by several experts, it can be concluded that evaluation is an important stage in the implementation of a work program, including work programs in the 2013 curriculum.

Permendikbud No. 23 of 2016 explains that in the 2013 curriculum, there are four core competencies that must be achieved by students, and one of them is the competence of social attitudes (KI-2). Referring to the 2013 curriculum, social attitudes include respect for others, behaving honestly, responsible, disciplined, caring, tolerant, polite, and confident.

Discussing the development of instruments as a measure of student attitudes and behavior to assess character development certainly requires knowledge related to children's intellectual development. That, as explained by Piaget (Gaol et al., 2017) there are four periods of children's intellectual development, the period of concrete operations and the period of formal operation in children in junior high school education. According to (Gaol et al., 2017) the concrete operation period is the beginning where students can think rationally and have mature actions that can be applied to concrete problems. The independence and self-confidence of students in learning begins to be seen at this stage.

Confidence according to Liu et al. (Asiyah et al. 2019) is an attitude in which a person can accept everything that happens so that he is able to develop his self-awareness and have positive thoughts about anything and be independent and able to achieve something he wants. The same thing was stated by (Novena and Kriswandani, 2018) who in one of their research results showed that there was

an effect of self-confidence on learning achievement. Student learning outcomes with high self-confidence are better (higher) than moderate and low self-confidence, and student learning outcomes with moderate self-confidence are better than student learning outcomes with low self-confidence

SMP Negeri 7 Banjarmasin is one of the schools that has implemented the 2013 curriculum. However, from observations and preliminary interviews with teachers, the attitude assessment is left to each subject teacher. From the results of the interview, it is known that the attitude assessment is carried out through observation without using an instrument that has been tested for validity and reliability

According to Kusnandar (Adawiah et al., 2021) the assessment in the 2013 curriculum experienced a shift, which was initially more focused on measuring aspects of knowledge into authentic assessments that required a balance between the assessment of knowledge, attitudes and skills. (Hedianto, 2022) stated that authentic assessments are required to be able to assess the overall ability of students including knowledge, attitudes, and skills. (Wildan, 2017) stated that the assessment carried out focused on only one aspect, it could not be used as a reference in the assessment of student development. So far, teachers often conduct attitude assessments using observation techniques through observation sheets. The results of Santosa's

research (2019) stated that there was no systematic preparation made by the teacher in conducting observations.

From the three relevant studies, it can be concluded that so far teachers have only focused on the knowledge aspect. The assessment of the attitude aspect is only done through the teacher's subjective observations. Based on these problems, research on the development of student self-assessment instruments is very important to do.

RESEARCH METHODS

The research was conducted in schools that implement the 2013 curriculum, one of which is SMPN 7 Banjarmasin. The research was conducted in the 2020/2021 academic year. This study uses the Research and Development (R&D) method, which is a systematic study process to validate and develop products used in education (Ibrahim et al., 2018). The steps of this development research refer to the stages proposed by Borg & Gall with the following stages: (1) conducting a potential and problem analysis; (2) collect data; (3) product design; (4) validate the product; (5) make revisions; (6) conducting limited-scale product trials; (7) revise the product; (8) conducting large-scale product trials; (9) revise the final product, and (10) product dissemination. The research sample amounted to 200 students.

The form of the instrument is a self-assessment sheet with a Likert scale. Each

statement item has 4 alternative answer choices, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). Items of the self-assessment statement instrument include positive statements and negative statements. The scoring for positive statements is: 4 = strongly agree, 3 = agree, 2 = disagree and 1 = strongly disagree. For negative statements, the score is on the contrary, namely 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree.

Data processing uses the SPSS version 25 program. To determine the validity of the instrument, the analysis used is product moment correlation analysis with the condition that the instrument is declared valid based on the comparison of each r_{table} and r_{count} , if the value of r_{count} item is declared valid (Wulansari, 2012). The reliability test uses the Cronbach Alpha formula for valid statement items with the provisions according to (Ghozali, 2013) that the instrument is declared reliable if the Cronbach Alpha value is greater than the coefficient (0.6).

DISCUSSION

This research begins with the researcher designing a product in the form of an instrument for assessing students' self-confidence based on the results of problem and potential analysis conducted through interviews and preliminary observations on March 29, 2021.

The results of observations and interviews with several teachers showed that so far the attitude assessment was carried out through open observation during the teaching and learning process. Observations were made without focusing on the attitude assessment indicators contained in the 2013 curriculum, subjective observations made by teachers were only on "extreme" behaviors. In addition, the students' self-confidence assessment conducted previously had never used an instrument that had been tested for validity and reliability. Based on these problems, the instrument needs to be developed so that it becomes a proper instrument and has been tested for validity and reliability.

According to the Ministry of Education and Culture (2017), self-confidence contains six indicators consisting of: "opinion or doing activities without hesitation, able to make decisions quickly, not awkward in acting, not easily discouraged, dare to ask questions, have opinions, answer questions, and dare to present in front of the class." In this study, there are 35 statement items to measure students' self-confidence

Before the instrument was tested, content validation was carried out by three experts (experts), namely one from an evaluation expert, one from a linguist, and one education practitioner, namely a BK teacher. Validation was carried out to improve the content of the self-confidence assessment instrument both in terms of language, sentence

clarity and the suitability of indicators with statements.

Several improvements were made based on the results of the content validation test, including improvements to the writing that had to be adjusted to the Enhanced Spelling (EYD), and the sentence structure had to match the SPOK structure. After revisions were made in accordance with expert input, then conducted a limited trial on the instrument to determine the level of validity and reliability. This is in line with the opinion of Sugiyono (2012) that after being consulted with experts, then tested and analyzed with item analysis to test the validity of the instrument items.

In a small-scale product trial (limited trial), the sample was set at 32 students. From the small-scale product trial, it is known that from 35 instruments, there are 7 instruments that are not valid. because it has an rcount of 0.349 (significance level 5%). Of the 28 valid instruments, a large-scale product trial was carried out with a sample of 200 people. student. Sampling refers to Nunnally's opinion (Adawiah and Ruchliyadi, 2021) that N as the number of samples is at least 5 times the number of items in the measuring instrument. Crocker and Algina (Adawiah and Ruchliyadi, 2021) stated that for the sake of information stability, a minimum sample of 200 people is required.>

The results of the analysis of 28 items using the product moment test,

obtained the results of all instruments being declared valid because all of them have an rcount > 0.138 as shown in table 1 below.

Table 1. Instrument Validity Test Results on extensive trials

No.	Pearson Correlation	Value of Sig.
1.	0.580	0.000
2.	0.460	0.000
3.	0.553	0.000
4.	0.569	0.000
5.	0.426	0.000
6.	0.426	0.000
7.	0.648	0.000
8.	0.389	0.000
9.	0.560	0.000
10.	0.544	0.000
11.	0.342	0.000
12.	0.523	0.000
13.	0.307	0.000
14.	0.640	0.000
15.	0.448	0.000
16.	0.238	0.001
17.	0.593	0.000
18.	0.527	0.000
19.	0.621	0.000
20.	0.598	0.000
21.	0.444	0.000
22.	0.624	0.000
23.	0.462	0.000
24.	0.598	0.000
25.	0.646	0.000
26.	0.648	0.000
27.	0.584	0.000
28.	0.446	0.000

Of the 28 instrument items, the next step is to perform a reliability test using the Cronbach alpha formula. Instrument items are declared reliable if the Cronbach alpha number is 0.6. According to (Azwar, 2008) "the higher the reliability coefficient, the closer to 1, the more reliable it is". Based on these provisions, 28 instrument items were declared reliable with the results of the reliability test showing

the Cronbach alpha value of 0.898 0.6 as shown in table 2 below \geq

Table 2. Reliability Test on Trial Extensively

Reliability Statistics	
Cronbach's Alpha	N of Items
.898	28

Extensive product trials were conducted on 200 students. From the results of the analysis of validity and reliability, the 28 items of the instrument indicate that the assessment instrument developed is valid and reliable, so that the assessment instrument is feasible to be used in measuring students' self-confidence, especially at SMP Negeri 7 Banjarmasin. The description of the 28 items of the instrument can be seen in table 3 below.

Table 3. Trust Attitude Assessment Instruments Self

No	Statement
1	I dare to ask if there is material that is not understood.
2	I only know my classmates.
3	I did not dare to take extracurricular at school because I felt I did not have talent in that field.
4	I dare to come forward to work on the problem.
5	During recess I prefer to be alone in class
6	I believe if you study hard you will get good grades.
7	I am good at speaking in front of the class.
8	I choose to remain silent when the teacher asks a question, even though I know the answer.
9	I prefer to mingle with friends than to be alone.
10	I'm shy to meet new friends
11	I was glued to the book during a presentation in front of the class.
12	I am active in extracurricular activities at school.
13	I have a strong will when I want something.
14	I'm not shy about appearing alone in front of the class.

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- 15 I think all problems have a solution.
 - 16 I try to complete every homework given by the teacher without the help of others.
 - 17 I feel that I often make mistakes so I am afraid to make decisions.
 - 18 I'm worried that I'll be considered a stupid friend if I ask the teacher
 - 19 I am nervous when presenting in front of the class.
 - 20 I stammered when I presented my assignment in front of my friends
 - 21 I am optimistic about what I do.
 - 22 I am able to express my opinion well.
 - 23 I give up easily if I fail to get good grades.
 - 24 I dare to ask without having to be appointed by the teacher if someone does not understand.
 - 25 I feel that my abilities are not as good as those of my friends
 - 26 I am able to explain the material well when presenting in front of the class.
 - 27 I don't want to share my opinion, for fear that my opinion will differ from others.
 - 28 I don't give up easily when faced with difficulties.
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Based on the table above, the 28 items of the instrument have met the requirements to be said to be a valid and reliable instrument to measure the self-confidence of students at SMP Negeri 7 Banjarmasin. This is in accordance with the statement put forward by Mardapi (Sudarsana et al., 2020) valid and reliable are the main requirements of an instrument that is suitable for use as an assessment.

A similar statement was also put forward by (Matondang, 2009) which states that the instrument can be said to be good if it is proven to be valid and reliable. Kothari (Firdaos, 2016) adds that if the instrument used is of good quality (valid and reliable), then the data obtained will be in accordance with the actual situation in the field. (Mulyatiningsih,

2012) also said that the instrument is considered not yet suitable for research and must be revised if it does not meet the valid and reliable criteria. Referring to the opinion above, the 28 items of the self-confidence instrument were declared suitable to be used to measure the self-confidence of the students of SMP Negeri 7 Banjarmasin, because they were proven to be valid and reliable.

This study resulted in an instrument for assessing students' self-confidence at the junior high school level/equivalent. This self-assessment instrument is designed in the form of a questionnaire with the aim of avoiding the subjectivity of the teacher as an assessor and is more practical in use. In addition, this assessment instrument was also developed with reference to the results of the analysis of needs in the field, so that it can be a solution in overcoming the problem of quality assessment of attitudes, especially in assessing students' self-confidence. Rakhmat (Hendriana, 2012) states that self-confidence is interpreted as a belief about oneself that everyone has in their lives, and how that person sees himself as a whole with reference to his self-concept. While (Sugeng et al. 2022) stated that pSelf-confidence is a person's belief in his ability to do something.

For students, self-confidence is a very important factor, because a confident attitude will make a person feel optimistic and able to make adjustments to their social environment (Siswantoro and Hariati, 2022). Individual who

do not have self-confidence, have a negative self-concept, and lack confidence in their abilities, therefore they often close themselves off (Tanjung and Amelia, 2017).

In learning activities, students' self-confidence is certainly very important, because self-confidence is also related to learning outcomes. As Komara's research (2016) in its conclusion states that there is a positive relationship between learning achievement and self-confidence with students' career planning. (Pratiwi and Laksmiati, 2016) in their research results also state that there is a correlation between self-confidence and student independence in learning. The higher a person's self-confidence, the higher his learning independence. Therefore, self-confidence is something that a person should have in an effort to achieve success (Fiorentika, Santoso, & Simon, 2016). To determine the students' self-confidence, a valid and reliable instrument is needed. This study resulted that from the tests carried out, 28 items were appropriate instruments to be used to measure students' self-confidence.

CONCLUSION

The validity test was carried out through the content validation test phase, limited trial and broad trial. After going through a series of stages to test the validity of the instrument, the final results were obtained in a broad trial with a sample of 200 respondents on 28 instruments

with an rcount of 0.138 > rtable, all instruments were declared valid. Instruments that are declared valid will be tested for reliability and 28 instruments are declared reliable with the analysis value of the Cronbach alpha value, namely 0.898 (0.6). Equal.

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