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DEVELOPMENT OF UKBI QUESTION BANK FOR STUDENTS OF THE INDONESIAN LANGUAGE STUDY PROGRAM

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Abstrak

Penelitian ini bertujuan untuk mengembangkan dan menguji kevalidan, kepraktisan, dan keefektifan bank soal Uji Kemahiran Berbahasa Indonesia (UKBI) bagi mahasiswa Program Studi Tadris Bahasa Indonesia. Penelitian menggunakan metode Research and Development (R&D) dengan model ADDIE yang meliputi tahap Analysis, Design, Development, Implementation, dan Evaluation. Subjek penelitian terdiri atas 35 mahasiswa kelas TBIND-1 semester VI. Data dikumpulkan melalui lembar validasi ahli, angket respon dosen dan mahasiswa, serta lembar observasi keterlaksanaan pembelajaran. Hasil penelitian menunjukkan bahwa bank soal UKBI yang dikembangkan dinyatakan valid dengan persentase 80,76% pada aspek media dan 88,46% pada aspek evaluasi pembelajaran. Tingkat kepraktisan produk berdasarkan respon mahasiswa mencapai 87,75% dengan kategori sangat praktis. Sementara itu, tingkat keefektifan produk berdasarkan hasil observasi pembelajaran menunjukkan persentase 80,4% dengan kategori efektif. Dengan demikian, bank soal UKBI yang dikembangkan layak digunakan sebagai bahan ajar pendukung untuk membantu mahasiswa mempersiapkan diri menghadapi UKBI serta mendukung pembelajaran kebahasaan di perguruan tinggi.

Kata kunci: *pengembangan, bank soal UKBI*

Abstract

This study aims to develop and examine the validity, practicality, and effectiveness of a Question Bank for the Indonesian Language Proficiency Test (UKBI) for students of the Indonesian Language Education (Tadris Bahasa Indonesia) Study Program. The research employed a Research and Development (R&D) method using the ADDIE model, which consists of the Analysis, Design, Development, Implementation, and Evaluation stages. The research subjects comprised 35 sixth-semester students of the TBIND-1 class. Data were collected through expert validation sheets, lecturer and student response questionnaires, and learning implementation observation sheets. The results show that the developed UKBI question bank is valid, with a percentage of 80.76% in the media aspect and 88.46% in the learning evaluation aspect. The product's practicality level based on student responses reached 87.75%, categorized as very practical. Meanwhile, the effectiveness level based on learning observation results achieved a percentage of 80.4%, categorized as effective. Therefore, the developed UKBI question bank is feasible to be used as a supporting instructional material to help students prepare for the UKBI and to support language learning in higher education.

Keywords: development, UKBI question bank

1. INTRODUCTION

The Indonesian language (Bahasa Indonesia) has played a crucial role in social, cultural, and educational life since it was officially recognized as the national language (Putrayasa, 2014). Along with the development of society and education, the function of language has expanded beyond daily communication. Language proficiency is now closely related to academic achievement, professional competence, and access to various educational and institutional requirements. In this context, language proficiency is not merely the ability to communicate but also reflects an individual's

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capacity to use language accurately and appropriately in formal and academic settings.

According to Djiwandono (1996), language ability refers to the skill of using language for real everyday communication, enabling individuals to convey thoughts and feelings effectively regardless of their mastery of linguistic theory. This perspective emphasizes that language proficiency should be measured through actual language use rather than theoretical knowledge alone. Therefore, many countries have developed standardized language proficiency tests as objective instruments to assess language competence. For example, English-speaking contexts recognize TOEFL, TOEIC, and IELTS, while other countries use standardized tests such as HSK for Mandarin and JLPT for Japanese. Despite differences in purpose and target participants, these tests function as formal benchmarks of language proficiency.

Indonesia has also developed a standardized instrument to measure Indonesian language proficiency, known as the Indonesian Language Proficiency Test (Uji Kemahiran Berbahasa Indonesia/UKBI). UKBI is an official language proficiency test developed by the Language Development and Guidance Agency and has been empirically proven to be valid and reliable. Based on Djiwandono's (1996) classification, UKBI is categorized as a language proficiency test that provides information on an individual's ability to use Indonesian at a certain level. The results of UKBI show a strong correlation with educational background, occupational demands, and actual communicative competence.

Officially introduced by the Minister of National Education in 2006, UKBI has been designed as a comprehensive instrument consisting of five sections: Listening, Responding to Rules, Reading, Writing, and Speaking. Compared to some international proficiency tests such as TOEFL, which focuses

mainly on listening, structure, and reading, UKBI assesses a wider range of language skills. Thus, UKBI is expected to serve as a comprehensive tool for measuring Indonesian language proficiency. However, despite its strategic function, public awareness of UKBI remains relatively low. Even within academic and educational environments, many students and educators are still unfamiliar with this test. This condition is ironic considering that Indonesian is spoken by nearly 250 million native speakers (Yulianti & Puspito, 2018).

Several previous studies have used UKBI as an instrument to measure language proficiency. Research conducted by Solihah (2007) described the speaking competence of senior high school and vocational school students in Jakarta, showing differences in speaking scores between the two groups. Winiasih (2018) found that students' UKBI scores at the end of the semester were higher than those at the beginning, indicating improvement in language proficiency. Furthermore, Komariyah and Rohmah (2017) reported that Indonesian language proficiency training had a positive impact on teachers' UKBI scores in Lumajang Regency. These studies confirm that structured learning and training can improve UKBI performance.

Nevertheless, previous research has largely focused on high school students, vocational students, and teachers. Research involving university students, particularly students of Indonesian language education programs, is still very limited. More importantly, there has been no study that specifically develops a UKBI question bank as a learning and practice resource for students. This indicates a clear research gap, especially given the increasing importance of UKBI certification in higher education. At the Indonesian Language Study Program, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra, for instance, a UKBI certificate is required for students to take the comprehensive examination. However,

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students do not yet have access to structured and validated practice materials aligned with UKBI standards.

Based on these considerations, the development of a UKBI question bank is urgently needed to support students' preparation for the test and to strengthen their language proficiency. Therefore, this study aims to develop a UKBI question bank that is valid, practical, and effective as a training medium for students of the Indonesian Language Study Program, particularly prospective Indonesian language teachers, in preparing for the Indonesian Language Proficiency Test.

2. METHOD

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The ADDIE model was selected because it provides a systematic framework for developing instructional products and evaluating their quality in terms of validity, practicality, and effectiveness.

The research was conducted at the Indonesian Language Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra, Medan. The research subjects consisted of 35 sixth-semester students enrolled in the Editing course in class TBIND-1 during the even semester of the 2023/2024 academic year. These students were selected because they are prospective Indonesian language teachers and are required to take the Indonesian Language Proficiency Test (UKBI) as part of their academic requirements.

Data were collected through interviews, observations, questionnaires, and documentation. Interviews were conducted with the lecturer of the Editing course to identify learning needs, existing problems, and the availability of UKBI preparation materials. Observations were carried out during the learning process using a checklist to capture relevant aspects of instructional implementation and the use of learning resources related to the developed UKBI question bank.

Questionnaires were administered to obtain data on product validity and practicality. Validation questionnaires were completed by expert validators, including a material expert and a learning evaluation expert, to assess the content accuracy, construction, and suitability of the UKBI question bank. Student response questionnaires were used to evaluate the practicality of the product when implemented in classroom learning. Documentation supported the data collection process in the form of research permits, observation records, and photographs of product implementation.

Data were analyzed using descriptive qualitative and quantitative methods. Qualitative data from interviews, observations, documentation, and expert feedback were described and used as the basis for product revision. Quantitative data from questionnaire responses were analyzed descriptively using a four-point Likert scale to determine the levels of validity, practicality, and effectiveness of the developed UKBI question bank.

3. RESULTS AND DISCUSSION

This research and development produced a UKBI Question Bank for students of the Indonesian Language Education Study Program developed using the ADDIE model, which consists of the analysis, design, development, implementation, and evaluation stages. The following section presents the results obtained at each stage of the development process.

Analysis Phase

Needs analysis is the initial stage carried out in the ADDIE model used in this study, so that researchers can identify the initial needs of students in developing this UKBI question bank product. Needs analysis was implemented to 35 students in their sixth semester who had taken

courses that supported the completion of UKBI questions, such as Indonesian language, language skills, editing, etc.

Table 1. Description of Student Needs Identification Results

No	Question	Number of Students Responding				
		SA	A	N	S	SD
1	Should the designed UKBI question bank meet established standards?	15	19	1	0	0
2	Do prospective Indonesian language teachers need to take the UKBI test?	20	15	0	0	0
3	Do prospective Indonesian language teachers need to obtain a minimum score in the UKBI test?	10	23	2	0	0
4	Do students need to practice before taking the UKBI test?	15	10	23	2	0
5	Do students need a UKBI question bank as a practice medium?	25	10	0	0	0
6	Can the development of a UKBI question bank help students in taking the UKBI test?	30	5	0	0	0
7	Do UKBI test results reflect the competence of Indonesian language teachers?	20	15	0	0	0
8	Does the study program need to design a UKBI question bank as a practice medium for students?	24	11	0	0	0
	Total Score	159	117	4	0	0
	Percentage (%)	19.875	14,625	0,5	0	0

Note:
SA = Strongly Agree   A = Agree
N = Neutral   S = Disagree
SD = Strongly Disagree

The results of the questionnaire identifying the needs for developing UKBI question banks for students can be seen in Table 1, which explains that for question (1) Should the designed UKBI question bank meet the standards? There were 15 respondents who strongly agreed, 19 who agreed, 1 who disagreed, 0 who strongly disagreed, and 0 who disagreed, so the percentage result was at the required level. (2) Do prospective Indonesian language teachers need to take the UKBI test? There were 20 respondents who strongly agreed, 15 who agreed, 0 who disagreed, 0 who strongly disagreed, and 0 who were unsure, resulting in a percentage that indicates a need. (3) Do prospective Indonesian language teachers need to have a passing score on the UKBI test? With a score of 10 people strongly agree, 23 people agree, 2 people somewhat agree, 0 people disagree, and 0 people strongly disagree, the percentage result is at the required level. (4) Do students need to practice before taking the UKBI test? With a score of 15 strongly agree, 19 agree, 1 somewhat agree, 0 disagree, and 0 strongly disagree, the percentage result is at the required level. (5) Do students need a UKBI question bank as a practice platform? With 25 people strongly agreeing, 10 people agreeing, 0 people somewhat agreeing, 0 people disagreeing, and 0 people strongly disagreeing, the percentage result is at the "needed" level. (6) Can the development of a UKBI question bank help students take the UKBI test? With a score of 30 people strongly agree, 5 people agree, 0 people disagree, 0 people strongly disagree, and 0 people strongly disagree, the percentage result is at the Required Level. (7) Do the UKBI test results show the competence of Indonesian language teachers? With a score of 20 people strongly agree, 15 people agree, 0 people disagree, 0 people strongly disagree, and 0 people strongly disagree, the percentage result is at the required level. (8) Does the study program need

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to design a UKBI question bank as a training ground for students? With a score of 24 strongly agree, 11 agree, 0 disagree, 0 strongly disagree, the percentage result is at the Required Level.

Based on the results of the questionnaire identifying the needs for developing UKBI bank questions with 8 points, it can be concluded that overall, a score of 159, or 19.875%, indicated strong agreement, a score of 117, or 14.625%, indicated agreement, a score of 4, or 0.5%, indicated slight disagreement, a total score of 0 with a percentage of 0% indicating disagree, and a total score of 0 with a percentage of 0% indicating strongly disagree. The average percentage obtained from the accumulation of all questions aims to obtain data on the identification of UKBI question bank product development needs of 56.78%, so that the UKBI question bank development needs are at the required level. The overall data analysis results can be seen in the diagram below:
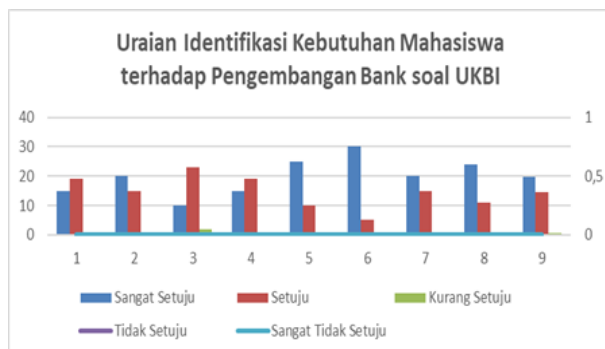
Diagram 1. Results of the analysis of the need to develop a bank of UKBI questions

In addition to collecting data in the form of questionnaires to identify product development needs to supplement the data, a literature study was also conducted to collect materials related to the components that will be discussed in the UKBI test, such as language rules, reading skills, listening skills, writing skills, and speaking skills, as well as discussions with lecturers who teach subjects that are part of the material tested in the UKBI test so that the questions compiled are in

accordance with the requirements of the UKBI material.

Design Phase

The design stage in the ADDIE model involves designing the UKBI question bank product to be developed. This stage focuses on several steps.

Material Designing

The material is designed in accordance with the material presented in the UKBI questions and refers to the guidelines issued by the Language Development and Guidance Agency of the Ministry of Education, Culture, Research, and Technology, both in terms of material components and predicate determination. A summary of the material can be seen in the diagram below:
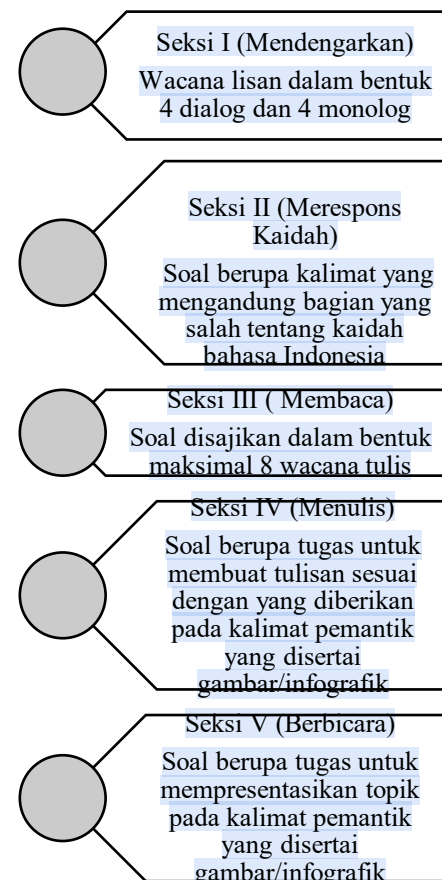

Picture 1. UKBI test material components

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The above material components then be developed into a collection of questions and answers, taking into account the rules for proper question formulation.
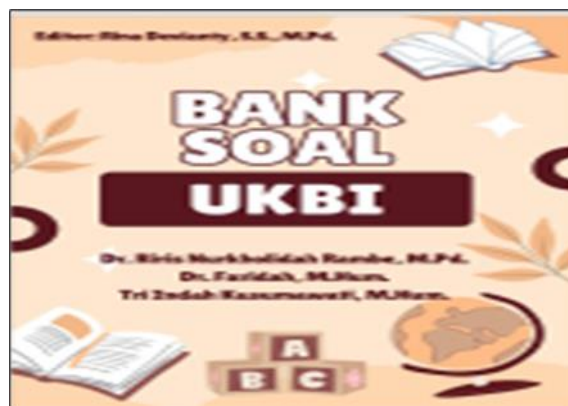
Designing a UKBI question bank

In designing the UKBI question bank, researchers began by compiling spoken passages in the form of dialogues and monologues consisting of 40 questions for section I (listening), compiling 95 questions containing errors in the use of Indonesian language rules included in section II (responding to rules), compiling 65 questions about reading comprehension, which is included in section III (reading), compiling 2 questions about writing discourse based on available image media within a specified time, which is included in section IV (writing), and compiling 2 questions about presenting topics based on available image media within a specified time, which is included in section V (speaking). The following are some examples of the questions that have been designed:
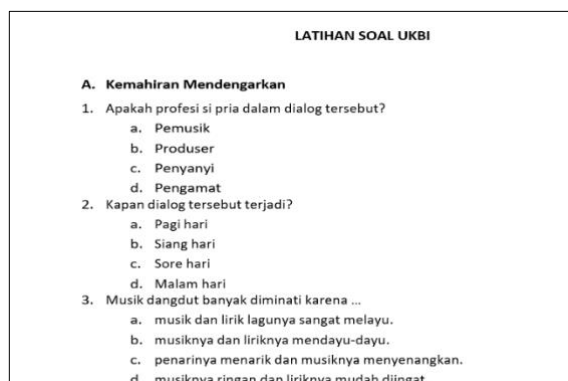
Picture 2. Sample UKBI questions

Designing the book layout

In this activity, the author designed the layout of the book that will be used as a UKBI question bank, consisting of the cover, preface, table of contents, content, and bibliography. The results of the design can be seen below:

Picture 3. Cover of the UKBI question bank

Picture 4. Preface

Picture 5. Table of Content

Picture 6. Reference

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Picture 7. FGD Documentation

Implementing FGD

After the UKBI bank question products were designed, the researchers then conducted focus group discussions (FGD) to obtain input from experts related to the products produced. The participants invited consisted of lecturers from Al-Washliyah University in Medan and UIN North Sumatra in Medan, teachers from SMA Negeri 1 Binjai and Madrasah Aliyah Laboratorium, and practitioners from the North Sumatra Language Center in Medan. Evidence of these activities can be seen in the image below:

Designing the Instrument

This research is a development study that produce a product. In this case, the product in question is a UKBI question bank book. To ensure that the product is suitable for use, it is necessary to design instruments. The instruments required are, first, a validation sheet consisting of a media expert validation sheet and a learning evaluation expert validation sheet. Second, a questionnaire for students and lecturers to respond to the product.

Development Phase

At this phase, the researchers completed the refinement and validation of the developed UKBI Question Bank to ensure its feasibility for implementation. Following the Focus Group Discussion (FGD), the product was revised based on expert suggestions, resulting in improvements to the book components, including the cover, preface, table of contents, main content, and references.

Product validation was conducted after the revision process by two expert validators: a media expert and a learning evaluation expert.

Tabel 2. Product Validation Results

Expert Validator	Percentage (%)	Criteria
Media Expert	80.76	Feasible
Learning Evaluation Expert	88.46	Very Feasible
Average	84.61	Very Feasible

Implementation Phase

At this stage, the researcher implemented the developed product, the "UKBI Question Bank." This implementation was carried out using a limited trial that resulted in respondents from lecturers and students responding to the product. This stage was carried out on lecturers and sixth-semester students of the Indonesian Language Education study program. This is in accordance with the statement by Akbar et al., (2023) that the implementation of a learning medium is a trial to determine how the learning medium responds to being used in the digital era.

The first limited trial was conducted with lecturers and students in an Indonesian language course. Data collection began with a classroom meeting. The researcher distributed the UKBI question bank to the lecturers and students, and then asked them to answer the questions in the distributed UKBI question bank. The lecturers and students were given 180 minutes to complete the trial. After the product trial, the lecturers and students were asked to respond to a questionnaire administered by the researcher. The results of the lecturer and student respondents consisting of eight statements can be described as follows: (1) I can understand the questions well, (2) The questions presented are in accordance with what I have learned during the lecture, (3) the questions

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presented contain content that directs me to the integration of technology in learning, (4) the grouping of questions for each course makes it easier for me to study them, (5) the language used is Indonesian which I can understand, (6) the question bank makes me more focused in preparing myself for the UKBI test, (7) I feel more prepared in carrying out the UKBI test, (8) I can make my time more efficient in preparing myself to take the UKBI test. Based on the eight statements above, the response value given by the lecturer is 94% and the response value given by the students is 97%. Therefore, it can be concluded that the respondents and students on the product developed, namely the UKBI question bank, received an assessment in the very good category. Overall, the UKBI question bank that has been compiled provides an average percentage of 95% which is included in the "Very Good" criteria so that the product developed is suitable for use.

Evaluation Phase

The evaluation phase is conducted when there are suggestions or revisions regarding the developed product, namely the UKBI question bank, from the questionnaire validator. Several suggestions for the evaluation phase were made by the media expert validator and the learning evaluation. All aspects tested indicated that the developed product was highly suitable for implementation with students, with improvements based on the expert suggestions.

DISCUSSION

Development of UKBI question bank

The UKBI question bank was developed based on the demand for students to take an Indonesian language proficiency test as a requirement for a comprehensive exam or final assignment, whether in the form of a thesis or journal article. It is hoped that the UKBI question bank will provide a platform for students to practice and hone their Indonesian language skills. Furthermore, as prospective Indonesian language teachers, it is essential to possess strong Indonesian language skills, in accordance with the requirements of the predetermined title. This is reinforced by the results of research by Radhia (2023), which stated that the scores of elementary, middle, and high school teachers are still in the low category. Based on the above description, it is deemed necessary to develop a UKBI question bank that can help students prepare for the Indonesian language proficiency test.

The UKBI question bank contains test questions consisting of listening proficiency, responding to language rules, reading proficiency, writing proficiency, and speaking proficiency. This component refers to the guidelines published by the Language Development and Fostering Agency of the Ministry of Education, Culture, Research, and Technology. The UKBI question bank is equipped with implementation instructions, questions and answers, so students can know the correct answers to the questions given. After students complete the questions, they can find out their score and predicate. The types of predicate are Excellent (725-800), very superior (641-724), superior (578-640), intermediate (482-577), moderate (405-481), marginal (326-404), and limited (251-325).

The development resulted in a product, the UKBI question bank, designed following the ADDIE research methodology, with stages of analysis, design, development, implementation, and evaluation. The UKBI question bank was validated by media experts and learning evaluation experts. The evaluation results demonstrated the validity of the developed product. A trial was then conducted. Furthermore, practicality and effectiveness were tested.

Validation of UKBI Question Bank

The validation results conducted by media experts and learning evaluation experts in general

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on the UKBI question bank are divided into: (1) media validation with an average score of 80.76 in the appropriate category, and (2) learning evaluation validation with an average score of 88.46 in the very appropriate category. This means that the UKBI question bank developed reflects a very appropriate level for use. However, of course, by accommodating suggestions for improvement submitted by media experts and learning evaluation experts.

Regarding the design of the UKBI question bank that the researcher developed, media experts and learning evaluation experts provided suggestions for the product, namely: (1) in the listening skills section, the dialogue is not displayed directly, making it difficult for readers to answer it, (2) there are still errors in the spelling and use of terms in compiling the questions that were developed, (3) it would be better if the questions and the display background were simply conveyed, (4) there were no instructions for completing the questions. Responding to this, the UKBI question bank that was developed directly includes the dialogue along with the questions, making it easier for readers to complete them. The UKBI question bank book that was compiled also includes clear and directed instructions for completing it. The UKBI question bank book that was developed can be used by students and can be a guide in preparing themselves before taking the Indonesian language proficiency test.

This finding supports previous research conducted: (1) Pratama (2021) on "Improving Indonesian Language Proficiency through the Adaptive UKBI Language Clinic Program" The results of the study showed that of the 51 participants who participated in the activity, 30 of them participated in the UKBI simulation with the lowest UKBI simulation score being 60 and the highest being 100. After participating in the language clinic, 15 participants were very interested in taking the UKBI test, 16 were interested, and 2 were less interested, and (2) Ramdhan (2022) on "Indonesian Language Proficiency Test (UKBI) Training at SMK Al-Husna Bojong Gede". The results of the study showed that most participants obtained scores between 300-400 which means their abilities are in the fairly good category. Thus, it can be said that UKBI is a test tool that can be used to measure Indonesian language mastery and the use of good and correct Indonesian by teachers.

Practicality of UKBI Question Bank

Based on theoretical explanations and the understanding of experts and practitioners, it is stated that the UKBI question bank can be practically applied by lecturers and students. To prove this statement, the validated UKBI question bank was tested in a classroom in the sixth semester of the Indonesian language course in the Indonesian Language Education Study Program.

The analysis of observation data on the implementation of the UKBI question bank concluded that the implementation level of the UKBI question bank during the trial was 87.75%, categorized as practical.

Based on the diagram above, it can be seen that the results of the UKBI question bank practicality trial showed an average score of 87.75% and was in the practical category. This can be seen from the observed aspects: (1) the material consisting of question items can be understood well, the questions presented are in accordance with what has been studied during lectures, and the questions presented lead to the process of integrating technology in learning, obtaining an average score of 90% in the very practical category. (2) construction: there is a grouping of questions for each subject so that it makes it easier for readers to understand it, obtaining an average score of 86% in the very practical category. (3) language: the language used is Indonesian which can be understood, obtaining an average score of 87% in the very practical category. (4) implementation: the resulting question bank helps readers to prepare

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themselves to take the UKBI test, obtaining an average score of 88% in the very practical category.

Based on the four aspects above, the construction aspect has the lowest average score because students still experience confusion in answering questions, especially on language rules questions that summarize a lot of material in them. However, during the trial, students were still able to pass them so that the percentage was still in the very practical category. The availability of the UKBI question bank is very helpful for students, especially students of the Indonesian Language Education study program, because students can prepare for the Indonesian language proficiency exam more effectively and efficiently. This is in line with the opinion of Yulianti & Puspito (2018) that the UKBI question bank is very helpful for students in developing effective and efficient answering strategies, so that students can face the exam more calmly and organized. Chamamah's statement above is supported by Nurhadi's (2019) explanation that by frequently practicing using the question bank, students can deepen their understanding of the material being tested and can improve their overall language skills.

Effectiveness of UKBI Question Bank

The effectiveness of the UKBI question bank implemented in the sixth-semester TBIND-1 class of the Indonesian Language Education Study Program can be analyzed based on the results obtained during the trial. Based on the diagram above, the percentage of students reading the instructions obtained an average score of 91%. Furthermore, the activity of working on questions according to the sequence of sections obtained an average score of 86%. The activity of working on easier questions obtained an average score of 88%. The activity of working on questions within the allotted time obtained an average score of 71%. Finally, the activity of working on questions beyond the allotted time

obtained an average score of 66%.

During the UKBI test bank implementation trial, the most dominant activity compared to other activities was reading the test instructions, which received a score of 91%. This is likely because this activity is crucial before working on the questions given, helping students complete them. The next activity, which received a score of 88%, was working on easier questions. This is because it makes it easier for students to complete the questions, making the most of the available time and completing them within the allotted time.

Related to the matter, Rahadian (2022) explained that reading the instructions before answering UKBI questions is crucial for understanding what each question requires and avoiding unnecessary errors. Similarly, Sugiyono (2021) instructions correctly and efficiently is key and helps students manage their time and ensure they answer the questions as instructed.

4. CONCLUSION

The UKBI Question Bank developed in this study was proven to be feasible for use in higher education learning. The validation results showed that the product was valid, with a media validity score of 80.76% and a learning evaluation validity score of 88.46%. In terms of practicality, the product obtained an average score of 87.75%, indicating that it is very practical and easy to use by students. The effectiveness of the UKBI question bank reached 80.4%, which reflects that the product is effective in supporting student learning activities and preparation for the UKBI test.

However, this study has several limitations. The implementation was conducted on a limited scale and involved students from only one study program. In addition, the measurement of effectiveness focused mainly on student activity indicators and did not yet comprehensively measure learning outcomes. Despite these limitations, this research contributes by providing

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a validated, practical, and effective UKBI question bank that can be used as supporting teaching material and as a reference for further development of language assessment-based learning media at the higher education level.

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