Evaluation of the Validity of Student Interest Content in Learning Arabic Instruments Using the V Aiken Technique

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ABSTRACT

Purpose – This study aims to evaluate the content validity of an Arabic language learning interest questionnaire for fifth-grade students of *Madrasah Ibtidaiyah*, as interest is one of the key affective factors influencing student engagement and academic success, particularly in language learning.

Methodology – The research employed a content validation design using the Aiken's V technique. The instrument consisted of 25 statement items assessed by three expert validators. Each item was rated using a five-point Likert scale to determine its relevance and clarity. The data were analyzed quantitatively using the Aiken's V formula to determine the degree of content validity.

Findings – The analysis revealed that 21 items had moderate content validity (V ranging from 0.50 to 0.83), while 4 items demonstrated high content validity (V > 0.83). These results indicate that the questionnaire possesses acceptable content quality and can be considered a suitable preliminary tool for assessing students' interest in learning Arabic.

Novelty – This study contributes to the limited pool of validated instruments tailored specifically for assessing Arabic learning interest at the elementary Islamic school level in the Indonesian context.

Significance – The findings are valuable for curriculum developers, Arabic language educators, and educational researchers seeking to understand better and measure students' affective engagement. The study also lays the groundwork for further validation efforts involving construct validity and reliability testing.

Keywords: Content validity, Learning Interest, Aiken's V

1. Introduction

Arabic has a central position in Islamic education and is taught as a core subject at various levels of education, especially at Madrasah Ibtidaiyah. As the language of the holy book of the Qur'an as well as the sources of Islamic law and tradition, mastery of Arabic is the main bridge to understanding classical and contemporary Islamic literature (Acep Hermawan, 2011; Arif, 2019; Efflamengo & Asyrofi, 2020). In this context, efforts to build students' interest in learning Arabic are very important, especially at the basic education level where the foundation of attitudes and motivation for learning is formed. Students' interest in learning a subject is one of the significant affective indicators in the learning process (Ariff Bakhtiar & Osman, 2019; Rusandi, 2023). High interest tends to encourage students to be more actively involved, persevere in the face of adversity, and achieve better learning outcomes. In contrast, students with low interest tend to be passive, less motivated, and have difficulty achieving learning goals (Nurhayati & Nasution, 2022; Wijaya & Rismawati, 2023). This phenomenon also applies to learning Arabic, which is often perceived as a challenging subject.

In the framework of learning Arabic in madrasas, students' interest in learning is an important factor that can support the success of educational programs (Ardiansyah et al., 2022; Juryatina & Amrin, 2021). However, affective aspects such as interest are often not measured systematically. The absence of valid and reliable instruments to measure learning interest leads to a lack of accurate data in designing appropriate learning strategies. Therefore, it is necessary to develop instruments that are able to measure learning interest precisely and accurately. Valid measurement of learning interest must be based on an instrument that has adequate content validity (Ahmad, Santos, 2025). Content validity refers to the extent to which the items in the instrument represent the construct to be measured (Divayana et al., 2020; Wahyuni, 2023; Whitaker et al., 2022). In the context of an interest in learning Arabic, it is important to ensure that each item in the instrument includes the main dimensions of the interest, such as pleasure, attention, interest, and drive to learn.

Failure to ensure the validity of content can lead to errors in educational decision-making (Almanasreh et al., 2019; Shrotryia & Dhanda, 2019; Yusoff, 2019). Instruments that do not accurately represent constructs can generate biased, misleading, and unusable data as a basis for learning interventions. Therefore, the content validation process is a very important stage in the development of non-cognitive instruments, including to measure interest in learning Arabic. One of the widely used approaches to quantitatively assess the validity of content is the Aiken's V technique. (Merino-Soto, 2023). Aiken's V provides a solid statistical basis and allows for an objective analysis of each item's contribution to the constructed being measured (Helmiyatun, Taqiudin, et al., 2025).

In recent decades, the Aiken's V technique has been widely recognized in educational research and psychology. This technique offers ease of use, clarity of interpretation, as well as reliability in assessing the suitability of the content of the instrument based on expert assessment (Hidayah et al., 2025). However, its application is still limited to certain fields and has not been systematically used in the validation of Arabic language learning interest instruments, especially at the elementary level. This phenomenon reflects the gap between the need for valid instruments and validation practices carried out in the field. Many of the instruments used by teachers in the classroom have not gone through a rigorous validation process, so they risk producing less accurate data (Anggara & Abdillah, 2023; Helmiyatun, Ahmad, et al., 2025; Shrotryia & Dhanda, 2019). In fact, in the context of learning Arabic which is linguistically and culturally distinctive, the validity of the content is very important to ensure the acceptance and effectiveness of the instrument. This research was conducted to answer these needs by providing an empirical basis for the quality of the content of the instruments of students' interest in learning Arabic. A well-validated instrument will provide a more accurate picture of

students' interest levels and can be used as a reference in designing more relevant and meaningful learning programs (Baharuddin et al., 2021; Masuwai et al., 2024). This research also makes a methodological contribution by demonstrating the application of the Aiken's V technique in evaluating the validity of the content of educational instruments. This approach is expected to be a model in the development of similar instruments, not only in the context of Arabic language learning, but also in other subjects that require the measurement of affective aspects.

The results of this research are expected to provide benefits to various parties, including teachers, curriculum developers, education researchers, and policymakers in the Islamic education system. Teachers can use these validated instruments to more precisely identify students' needs, while researchers can use them as valid measuring tools in advanced studies (Hidayat et al., 2021). In addition, curriculum and education policies can also be compiled based on data obtained from instruments that have gone through a thorough validation process. Thus, this instrument has broad implications not only in the context of classroom learning, but also in macro educational planning. From the theoretical side, this study enriches the literature in the field of educational evaluation, especially in the aspect of the validity of the content of affective instruments. This research shows that quantitative approaches such as Aiken's V can be integrated with qualitative evaluation processes to produce more comprehensive and reliable measuring tools. Meanwhile, from a practical perspective, the results of this study support the improvement of the quality of formative assessments in Arabic language learning. By having validated measuring tools, teachers can monitor students' interests periodically and make adjustments to teaching strategies according to the affective needs of students (Azwar, 2011).

However, the instruments currently available to measure interest in learning Arabic in madrassas are still very limited. Many instruments are developed without a strong theoretical basis and are not accompanied by a quantitative validation process (Alahmadi et al., 2023). In fact, in some cases, the instrument is only prepared based on the practical experience of the teacher without involving experts in the field of measurement. This leads to low reliability of the measurement results obtained from the instrument, which ultimately impacts the quality of the learning decisions taken. Therefore, it is necessary to conduct research that focuses on the validity of the instrument's content by involving experts and appropriate validation techniques. This study aims to evaluate the validity of the content of the Arabic language learning interest instrument of grade V students of Madrasah Ibtidaiyah using the Aiken's V technique. The steps taken include the development of instrument items based on learning interest theory, expert involvement to assess the relevance of each item, and calculation of Aiken's V validity index to determine the quality of each item.

This study is specifically focused on the evaluation of content validity only, and does not cover other aspects of validity such as construct validity or empirical tests of reliability. This study also did not discuss the influence of interest on learning outcomes or other variables in Arabic learning. In addition, the scope of this research is limited to grade V students of Madrasah Ibtidaiyah who are in certain geographical areas in Indonesia. The results of this study may not be generalized to other levels of education or madrassas with significantly different characteristics. However, this limitation is a strength in providing focus and depth of analysis to specific groups of students, so that the results obtained can make a meaningful contribution in the context of Islamic basic education. Thus, this research aims to make a real contribution to the development of quality instruments, relevant in context, and can be used as an effective assessment tool in learning Arabic at the elementary level. This effort is expected to strengthen the foundation of educational evaluation that not only measures

cognitive aspects, but also pays attention to the affective dimension of students systematically and scientifically.

2.   Method

This study uses a descriptive quantitative approach with the main focus on evaluating the validity of the content of the students' Arabic learning interest instruments. The purpose of this approach is to analyse the extent to which the items in the instrument are considered relevant and representative in measuring the construct of learning interest by experts (validators). Evaluation is carried out systematically through the Aiken's V technique, which is a quantitative method used to calculate the level of agreement between experts on instrument items based on an ordinal rating scale.

2.1.   Research Subject

The subjects in this study consist of 3 experts (validators) who have competence in the fields of Arabic language education, learning evaluation, and instrument development. For members selected taking into account their academic background and professional experience in the relevant field. The participation of these experts aims to assess the validity of the content of the instrument items based on the criteria of clarity, readability, and relevance to the construct of Arabic learning interest of madrasah students.

2.2.   Instrument: Research

The instrument validated in this study was in the form of an Arabic language learning interest questionnaire prepared in the form of a Likert scale with 25 positive statements. The scale used has five response categories, namely: Strongly Agree (5), Agree (4), Hesitate (3), Disagree (2), and Strongly Disagree (1).

Table 1 - Students' Interest in Learning Arabic Questionnaire

No.	Statement	FF	S	RR	TS	STS
1	I was happy when the Arabic lesson started.					
2	Learning Arabic is a fun activity for me.					
3	I want to be good at speaking Arabic.					
4	I am interested in reading Arabic writing outside of lessons.					
5	I felt excited when I did the Arabic assignment.					
6	I felt that the time to learn Arabic was too short.					
7	I love listening to teachers explain Arabic lessons.					
8	I feel proud if I can do Arabic questions correctly.					
9	I want to learn more Arabic vocabulary.					
10	I feel that Arabic is important to learn.					
11	I like to memorize Arabic mufradat (vocabulary).					
12	I felt challenged while learning Arabic grammar (nahwu and sharaf).					
13	I love discussing Arabic with friends.					
14	I often practice writing in Arabic at home.					
15	I was waiting for the Arabic lesson schedule at school.					
16	I am interested in participating in Arabic competitions.					
17	I feel happy when the Arabic teacher gives praise.					
18	I have a desire to deepen Arabic outside of school.					
19	I feel that Arabic is beneficial for my future.					
20	I rarely feel bored when learning Arabic.					
21	I like to listen to songs or stories in Arabic.					

No.	Statement	FF	S	RR	TS	STS
22	I actively ask questions if I don't understand Arabic lessons.					
23	I often reread Arabic lessons at home.					
24	I prefer to study Arabic than other subjects.					
25	I want to be able to talk to Arabs directly.					

2.3. Data Analysis Techniques

The data from the expert assessment was analyzed using the Aiken's V method to measure expert agreement on the relevance of the instrument items. The calculation formula is as follows. (Allen, M.J., & Yen, 1979):

$$V = \frac{\sum s}{n(e-1)}$$

    V = Validation index v aiken

    s = r - lo

    r = The number given by the validator

    lo = Lowest Rating Score

    n = Number of raters

    e = Number of categories selected by the rater

The results of Aiken's V calculations are used to group the validity level of the contents of each instrument into three categories, namely high, medium, and low. Items that obtain an Aiken's V value of 0.80 or more are categorized as having high content validity. Items in this category are considered to have been in accordance with the assessment of experts, so they can be used directly in the instrument without the need for repair. On the other hand, items that obtained a value between 0.50 to less than 0.80 were considered to have moderate validity (Retnawati, 2014). Items in this category can still be considered for use, but we recommend that they be reviewed or revised to make them more appropriate. Meanwhile, items that obtain a value below 0.50 are considered to have low validity and are considered unsuitable for use in their original form, so they need to be removed or substantially revised.

3. Results and Discussion

3.1. Result

3.1.1. Intrum Decryption

The instrument used in this study is a questionnaire of interest in learning Arabic developed for grade V students of Madrasah Ibtidaiyah. This instrument is designed to measure students' level of interest in participating in Arabic learning through affective aspects that include interest, attention, pleasure, and involvement in the learning process. This questionnaire consists of 25 positive statements, which are compiled based on a theoretical study of the dimensions of students' learning interests, and adjusted to the psychological and linguistic context of elementary school students. Each statement is prepared using simple and communicative language so that it can be easily understood by students, without compromising the depth of the meaning of the constructed construct being measured. The response format of this instrument uses a five-point Likert scale, where, Strongly Agree (SS), Agree (S), Hesitate (RR), Disagree (TS), and Strongly Disagree (STS). The score weights for each category are 5, 4, 3, 2, and 1, respectively. This scale was chosen because it is able to capture the variation in students' affective attitudes in more detail and provides flexibility in analyzing data quantitatively.

3.1.2. Validation process

The content validation process for the Arabic language learning interest instrument is carried out through expert judgment which aims to assess the extent to which the items in the instrument represent the construct to be measured, namely the student's learning interest. Validation was carried out systematically by involving five validators who have expertise in the fields of Arabic language education, instrument development, and learning evaluation. The validators are selected purposively based on their academic background and professional experience, to guarantee the quality of the assessments given. The data on the results of the validator assessment is collected in the assessment sheet format in table 2 below.

Table 2 - Validator Assessment Results of Students' Arabic Learning Interest Questionnaire

No. Item	Assessor 1	Assessor 2	Assessor 3
1	3	5	3
2	4	3	5
3	5	4	3
4	5	5	2
5	2	2	5
6	5	4	4
7	5	3	5
8	5	4	3
9	2	3	3
10	5	5	4
11	4	4	4
12	3	3	4
13	4	4	3
14	5	5	5
15	4	5	3
16	2	2	5
17	4	4	3
18	3	4	3
19	4	5	3
20	3	4	4
21	3	4	3
22	4	4	4
23	3	3	3
24	4	4	3
25	3	4	5

The results of the analysis of the assessment data on the 25 instruments in table 2 show a significant variation in scores between the items. Based on the calculation of the average scores of the three raters, most of the items obtained high scores indicating a good level of relevance. Some of the items that received a very high average score were item 10 (average 4.67), item 14 (5.00), and item 6 (4.33), which showed a high consistency between raters in assessing the relevance of items to the construct of interest in learning Arabic. In addition, there are also several items that obtained a low average score, such as item 5 (average of 3.00), item 9 (2.67), and item 16 (3.00), which indicates the need for further evaluation of the clarity or suitability of these items.

3.1.3. Results of Aiken's V Index Calculation

To determine the level of validity of the content of each item in the Arabic language learning interest instrument, an analysis was carried out using the Aiken's V technique based on the assessment of three experts. Each expert scored 25 statements on a four-point scale, which were then converted into a difference score (s) and summed (Σs) to calculate the index V. The results of the calculation are presented in Table 3 below.

Table 3 - Results of Analysis of Index V Aiken's Students' Interest in Learning Arabic

No. Item	Assessment			S1	S2	S3	Σs	V	Criterion
	1	2	3						
1	3	5	3	2	4	2	8	0.667	Keep
2	4	3	5	3	2	4	9	0.75	Keep
3	5	4	3	4	3	2	9	0.75	Keep
4	5	5	2	4	4	1	9	0.75	Keep
5	2	2	5	1	1	4	6	0.5	Keep
6	5	4	4	4	3	3	10	0.833	Tall
7	5	3	5	4	2	4	10	0.833	Tall
8	5	4	3	4	3	2	9	0.75	Keep
9	2	3	3	1	2	2	5	0.417	Keep
10	5	5	4	4	4	3	11	0.917	Tall
11	4	4	4	3	3	3	9	0.75	Keep
12	3	3	4	2	2	3	7	0.583	Keep
13	4	4	3	3	3	2	8	0.667	Keep
14	5	5	5	4	4	4	12	1	Tall
15	4	5	3	3	4	2	9	0.75	Keep
16	2	2	5	1	1	4	6	0.5	Keep
17	4	4	3	3	3	2	8	0.667	Keep
18	3	4	3	2	3	2	7	0.583	Keep
19	4	5	3	3	4	2	9	0.75	Keep
20	3	4	4	2	3	3	8	0.667	Keep
21	3	4	3	2	3	2	7	0.583	Keep
22	4	4	4	3	3	3	9	0.75	Keep
23	3	3	3	2	2	2	6	0.5	Keep
24	4	4	3	3	3	2	8	0.667	Keep
25	3	4	5	2	3	4	9	0.75	Keep
Average Value	3.76	3.88	3.68	2.76	2.88	2.68	8.32		
SD	0.991	0.863	0.881	0.991	0.863	0.881	1.592		

Based on the results of the content validity analysis of 25 statements in the Arabic language learning interest instrument using the Aiken's V technique in table 3, a validity index was obtained with a value range between 0.417 and 1,000. Of the total items analyzed, there were four items that showed high content validity (V ≥ 0.833), namely items 6 and 7 (V = 0.833), the 10th item (V = 0.917), and the 14th item (V = 1.000). These three items show a high agreement between raters in assessing the relevance of content to the construct of learning interest.

Meanwhile, most items (21 out of 25) had a validity index value in the medium category (0.50 ≤ V < 0.833). The dominant Aiken's V value ranged from 0.667 to 0.75, indicating a fairly good level of relevance although there is still room for improvement. The item with the lowest content validity value is the 9th item (V = 0.417), which indicates lower expert agreement on the relevance of the item.

The total Σs score of all items is 8.32 with a standard deviation of 1.592, which indicates a relatively moderate distribution of scores among the items. The mean value of Aiken's V overall is close to 0.75, indicating that in general, the instrument items are at a level of content validity that is quite feasible for use in further trials.

3.2. Discussion

3.2.1. Intrum Decryption

The Arabic language learning interest questionnaire instrument used in this study shows strong potential as a relevant and applicable measurement tool in the context of learning at Madrasah Ibtidaiyah. The composition of 25 positive statements used is able to describe the diversity of students' responses to the Arabic learning process. The use of simple and communicative language is an advantage in itself, because it minimizes the potential for comprehension bias and guarantees that each item can be responded to in its entirety by students.

The five-point Likert scale response format is the right approach in capturing students' affective responses. This scale allows for more detailed and varied data collection, so that data analysis can be performed with greater accuracy. The response range from "Strongly Disagree" to "Strongly Agree" provides flexibility in looking at the differences in interest levels that each student has quantitatively. The clarity of weighting (5-1) also facilitates the interpretation and consistency of the score in the data analysis process.

The selection of positive statements in all items also supports the clarity and stability of the direction of student responses. This is very helpful in maintaining the consistency of the attitude tendencies measured, so that the results obtained are easier to interpret. In addition, this structure also simplifies the process of validation and reliability of the instrument at the next stage of development.

Overall, the design and arrangement of the instrument shows that this instrument has met the basic principles of content feasibility and technical operationalization required in an affective measuring instrument (Pranatawijaya et al., 2019). This instrument is suitable for use in further studies and in daily learning practices, especially as a tool for teachers to identify and monitor the level of students' interest in learning Arabic.

3.2.2. Validation process

These findings show that most of the items in the instrument have met the criteria of good content validity according to experts. Consistently high scores, such as in points 14 and 10, indicate that these items are considered to be highly relevant to the construct of interest in learning Arabic and can be maintained without the need for revision. This indicates that the construction of the statement on the item has been able to represent the dimensions of learning interests, such as attention, interest, and involvement of students (Divayana et al., 2020).

On the other hand, items such as items 5, 9, and 16 that get a low average score indicate a potential problem in the redaction or a lack of relevance of the content to the construct in question. Varying ratings among raters, as seen in points 5 (scores 2, 2, and 5), indicate the possibility of different interpretations of statements in those items. This reinforces the importance of reviewing the wording of sentences and the context of the item, so as not to create ambiguity or double interpretation. In general, these results confirm the importance of the content validation process as a crucial first step in instrument development. The use of multiple expert raters and quantitative techniques in assessing the relevance of items allows the identification of strong and problematic items. By revising items that are considered inappropriate, researchers can improve the overall quality of the instrument so that it is more reliable and valid when used in data collection in the field.

3.2.3. Results of Aiken's V Index Calculation

The results of the above analysis show that most of the items in the instrument have met the criteria of adequate content validity, although not all have reached the high category. The 14th item that obtained a value of V = 1,000 is the only item that shows full agreement between the raters, which means that the statement explicitly and clearly represents the construct of the student's learning interest. Likewise, the 10th and 6th points which received a score above 0.83, indicating that the editorial structure, content, and relevance of the two items were considered very appropriate by experts.

On the other hand, there are several items that need further attention, especially the 9th item (V = 0.417), the 5th item (V = 0.5), and the 23rd item (V = 0.5). These relatively low values may be due to editorial unclearness, double meaning, or the context of the statement that is not in accordance with the characteristics of grade V students of Madrasah Ibtidaiyah. Differences in perceptions between raters on the relevance of the content to such items point to the need for revision or even removal of items, especially if they cannot be corrected through language clarification or context refinement.

The fact that the majority of items fall into the category of moderate validity (V between 0.667 and 0.75) reflects that in general the item has been quite good but still has room for improvement. Minor editorial revisions, such as simplifying sentences or choosing more precise diction, can help improve the quality of these items in the next stage of testing. In addition, the variability of scores between raters shown by the standard deviation of S1–S3 scores (average of 0.91) also indicates that there is a significant difference in assessment and can be an indicator of the need for further discussion or sharpening of indicators in the revision process. By considering these results and interpretations, it can be concluded that the instrument of interest in learning Arabic for grade V students of Madrasah Ibtidaiyah is generally suitable for use after several revisions are made to certain items. Aiken's V technique has succeeded in providing an objective quantitative basis for evaluating the validity of content, while also helping to identify items that need to be retained, refined, or removed in the final version of the instrument (Merino-Soto, 2023).

4. Conclusion

The results of this study show that the questionnaire instrument for Arabic language learning interest of students in grade V of Madrasah Ibtidaiyah has an adequate level of content validity based on analysis using the Aiken's V technique. This indicates that in general, the items in the instrument have been able to represent the construct of students' learning interests quite well, although there are still some items that need to be refined in terms of redaction and clarity of context. This instrument is considered suitable to be used as an initial measurement tool to evaluate students' interest in learning Arabic subjects in the Madrasah Ibtidaiyah environment. The validation process carried out systematically through expert involvement and quantitative calculations, provides a solid basis for further development of the instrument. It is recommended that this study be continued with a test of construct validity and reliability, in order to ensure the overall quality of the instrument before it is used on a wider scale.

Conflict of Interest

The author states that there is no conflict of interest in this study, either financially, institutionally, or personally, that can affect the objectivity and integrity of the research results.

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