The Development Of Assesssment Instrument For Religious Moderation Literacy In Madrasah Ibtidaiyah

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Abstrak

Literasi agama dan moderasi beragama telah menjadi topik yang sangat penting untuk dikaji sejak kemunculan ekstrimisme dan radikalisme agama yang berpotensi menimbulkan disharmoni agama. Hal ini dipengaruhi oleh pemahaman keagamaan individu yang juga berkaitan dengan kemampuan individu menyerap informasi dan memahami fakta keberagaman dalam konteks social. Untuk mengetahui hal itu maka perlu dirancang instrumen assessmen. Penelitian ini ini bertujuan untuk 1) Mengembangkan asesmen literasi moderasi beragama sebagai upaya untuk mengukur sejauh mana siswa dan guru menjadi literat dalam hal moderasi beragama. 2) Mengetahui validitas instrumen asesmen tersebut. Penelitian ini adalah penelitian pengembangan dengan menggunakan model Plomp yang terdiri dari 4 tahap yakni tahap pengkajian awal, tahap perancangan, tahap konstruksi dan tahap tes, evaluasi dan revisi. Instrumen assessmen divalidasi oleh 3 expert judgment dengan subjek penelitian adalah 20 siswa MI Al Ittihad Jogoroto Jombang. Produk Penelitian ini adalah instrument assessment berupa angket dan tes. Hasil pengembangan menunjukkan bahwa rata-rata validitas dan reliabilitas menunjukkan kriteria tinggi dan layak digunakan untuk mengukur literasi moderasi beragama di tingkat Madrasah Ibtidaiyah.

Kata Kunci: Pengembangan Instrumen, Asesmen, Literasi Moderasi Beragama

Abstract

Religious literacy and religious moderation have become very important topics to be studied since the emergence of religious extremism and radicalism which has the potential to cause religious disharmony. This is influenced by the individual's religious understanding which is also related to the individual's ability to absorb information and understand religious facts in a social context. To find this out, peril is designed an assessment instrument. This study aims to 1) Develop a literacy assessment of religious moderation as an effort to measure the extent to which students and teachers are literate in terms of religious moderation. 2) Determine the validity of the assessment

instrument. This research is a development research using the Plomp model which consists of 4 stages, namely the initial assessment stage, the design stage, the construction stage and the test stage, evaluation and revision. The assessment instrument was validated by 3 expert judgments with the subject of the trial being 20 students and 10 teachers at MI Al Ittihad Jogoroto Jombang. The wide-scale trial was 45 upper-class students of MI Al Ittihad. The product of this research is an assessment instrument in the form of questionnaires and tests. The results of the development show that the average validity and reliability indicate high criteria and are appropriate to be used to measure religious moderation literacy at the madrasah ibtidaiyah level.

Introduction

Literacy is the most important part of the educational process, this is in accordance with the provisions of the Ministry of Education and Culture of the Republic of Indonesia which has determined that literacy skills are one of the 3 important skills that students must possess.[1] Literacy is not only reading, writing and arithmetic skills, but currently the meaning of literacy is so widespread, not only basic literacy or old literacy but also new literacy (data, technology, human resources) including religious literacy. Religious literacy is the ability to understand and use religion in everyday life from the basic building blocks of religious traditions which include the key concepts of symbols, doctrines, practices, sayings, characters, metaphors and narratives [2] this was later developed by Gallagher not only includes mastery of basic religious knowledge but also insight into how people use that basic knowledge in shaping their self-orientation in the world so as to provide direction and meaning to their lives.[3] So religious literacy is a development and a new area in the discourse on literacy studies.

Religious literacy and religious moderation have become very important topics to study since the re-development of inter-religious conflicts due to individual religious understanding which is also related to the individual's ability to absorb information and understand religious facts in a social context. Then it is strengthened again with truth claims for what individuals and religious groups have understood so that it creates complex impacts such as absolutism, exclusivism, fanaticism, extremism and aggressiveness that accompanies the activities of religious movements.[4] Extremism and religious radicalism have the potential to cause religious disharmony, therefore religious moderation is an emergency to present as a new perspective in living a religious life and a reference in behaving as a religious person

according to the teachings and context of each religion.

School or *Madrasah* as educational institutions are expected to become fields for instilling the values of moderation. [5] Religious moderation is included in the RPJMN which has been prepared by Bappenas for 2020-2024 which includes a mental revolution in a more holistically and integratively, one of which is to include and strengthen religious moderation as a part of it. (Perpres Number 18 2020, RPJMN 2020-2024). In addition, it is reinforce in KMA Number 184 2019 concerning Guidelines for Curriculum Implementation in *Madrasah*, emphasizing that religious moderation is one of the hidden curricula in *madrasah* which must be instilled in students through habituation (KMA Number 184 2019)

Assessment is an important[6] and integral part of a learning process because the learning process is a combination of 3 things namely curriculum, pedagogy and assessment.[7] Because the quality of learning is determined by the quality of existing assessments. [8] Assessment is a series of procedural and systematically arranged based on the objective of collecting data and making conclusions on the intended character or object.[9] The purpose of the assessment in this case is to measure the achievement of the knowledge possessed by the object [10]. This achievement must be comprehensive in all aspects that must be known and carried out [11] namely cognitive, psychomotor, and affective aspects as evidenced by the existence of a paradigm shift in students' thinking both individually and group. The development of a literacy measuring tool referring to Program for International Student Assessment (PISA) has 3 aspects namely content, process and context. The content aspect refers to the concept of religious moderation which is used to understand religious phenomena that exist through human activity. The process aspect is aimed at the mental/psychological processes involved in improving religious moderation and becoming problem solving. The context aspect in this case leads to daily life which is an applicable tool in the process and understanding of the concept of religious moderation itself.

The assessment instrument that will be developed is to include the context of religious moderation literacy. Religious moderation literacy is something new, for this reason an appropriate measuring instrument is needed to determine the level of achievement of teachers and students in getting used to religious moderation in *madrasah*. Therefore

this instrument must be tested for its validity and reliability because it affects the measurable results of the desired variable.

The development of a religious moderation literacy assessment instrument aims to provide an understanding of the concept and implementation of religious moderation within the scope of madrasah ibtidaiyah. The product resulting from this research is in the form of an assessment instrument to measure the religious moderation literacy of students and teachers at the Islamic elementary school level which is tested for validity.

Method

This research is a development research with the product to be developed is a religious moderation literacy assessment instrument in the form of a questionnaire for teachers and students. To obtain a prototype for the development of this study, an adaptation of the Plomp model was used which consisted of 5 stages, namely 1) initial assessment stage, 2) design stage, 3) construction stage, 4) test, evaluation, revision and 5) implementation stage [12]. The condition of the Plomp model in this study uses only 4 stages. The initial assessment phase was carried out to collect information related to the study material and analyze the problem. The design stage is intended to create a problem-solving design that is going to be used for the next stage. The construction phase is intended to start producing or compiling the intended assessment in the form of a questionnaire. The test, evaluation and revision stages are intended to test the validity, reliability and feasibility of the assessment that has been prepared.

The assessment instrument is in a form of a questionnaire was validated by 3 expert judgments. The preparation of the questionnaire begins with determining the indicators, compiling a questionnaire grid with a Likert scale. The research data at this stage are validity, reliability and feasibility assessment data in the form of validation sheets, reliability sheets and questionnaire sheets. Data analysis techniques use descriptive percentages [13]. The assessment questionnaire grid can be seen in table 1.

Table 1. Religious Moderation Literacy Questionnaire Grid

Indicator	Statements of Questions
Historical understanding	1,2,3,4
Religious texts	5,6,7,8,9,10
Religious belieft	11,12,13,14
Religious tradition	15,16,17,18
National commitment	19,20,21,22,23,24, 25,26
Tolerance	27,28,29,30,31,32

Anti -violance	33,34,35,36,37,38
Local/cultural traditions	39,40,41,42,43,44, 45
Total	45 items

Adapted from [14] and the Indonesian Ministry of Religion [15]

Validity and reliability test are carried out using PSPP and using the product moment correlation formula by calculating the r product moment. The decision whether the question is valid or not is determined from the rcount value. It is declared valid if the r count>r table value. According to the categories contained in table 2 [16]

Table 2. Category of Validity

Score	Category
$0,80 < rxy \leq 1,00$	Very high
$0,60 < rxy \leq 0,80$	High
$0,40 < rxy \leq 0,60$	Sufficient
$0,20 < rxy \leq 0,40$	Low
$0,00 < rxy \leq 0,20$	Very low
$Rxy \leq 0,00$	Unvalid

Reliability is used to measure the required level of instrument stability [17]. In this study the reliability calculation was carried out with the reliability coefficient as a whole calculated using the Spearmen-Brown formula and guidelines for reliability level criteria can be seen in table 3 [18]

Table 3. Guidelines of Reliability Criterion

Value	Category
0,800 – 1,000	Very high
0,600 – 0,799	High
0,400 – 0,599	Sufficient
0,200 – 0,399	Low
0,000 – 0,199	Very Low

Results and Discussion

This study aims to produce religious moderation literacy instruments that will be used to measure the cognitive, affective and psychomotor aspects of students' religious moderation literacy. This development research procedure uses 4 stages of the Plomp model, namely the initial assessment stage, the design stage, the construction stage and the test stage, evaluation and revision. At this initial assessment stage, data collection and analysis of various references related to the research theme were carried out. The results of the study show that the theoretical basis used in determining the instrument of religious moderation literacy can be adapted from the concept used by Diana L Moore regarding religious literacy and the concept used by the Ministry of Religion regarding religious moderation.

At the design stage as a step to solve the problems that have been identified and will produce a design which is then constructed in the next stage. This phase produces indicators regarding religious moderation literacy

instruments. For more details can be seen in table 4 below:

Table 4. Indicators and lattice instruments Literacy Moderation of Religion

Variable	Indicator	Sub-Indicator
Literacy Moderation of Religion	Nationality Commitment	Acceptance of the principles of religion and the state / Implementing the obligation as adherents of religion / Show compliance as citizens
	Tolerance	Accept that there are many religions legallized in the country or state / Perfom good attitude to the other religions / Give other chance to other people to implement their religion as their belieft
	Anti-violance	Prioritize the dialogis and diplomatic principles. / Perform opening minded in understanding religion / Perform patient and giving forgiving attitude
	Accommodate towards local culture	Demonstrate acceptance cultural-based religious practices / Demonstrate open to cultural and religious differences / Perform a culturally friendly attitude of adherents of religions
	Understanding History	Understanding the history of religious / Understanding other religion
	Religious Text	Understanding religious text / Implementing religious text based on the religion / Implementing religious text contextually
	Religious belieft	Perform religious practice based on the religion role / Perform religious practice based on the context and time
	Religious tradition	Perform accepting attitude of owen religious

		practice Perform accepting attitude of other religious practice

The construction phase of this research is by developing an instrument in the form of a questionnaire, this instrument was prepared based on the indicators in the previous stage. (See table 4) The fourth phase of the Plomp model, namely the test, evaluation, revision stage aims to produce an assessment instrument that is used to measure students' religious moderation literacy abilities. Before conducted the limited test, the validity of the instrument was first tested including aspects of content, construct and language. The validation process was carried out by 3 validators consisting of 2 Islamic Religious Education lecturers and 1 Indonesian Language lecturer. The results of expert validation can be seen in the following table:

Table 5. Expert Validation

No	Validation	Average
1	Content validation	90%
2	Construct validation	88%
3	Language validation	92%
Sum		90%
Criteria		Very feasible

Based on the table it is known that the average -the average percentage of complete validation is 90% with the criteria of "very valid". the next step is to test the validity of the instrument items to calculate the level of validity and reliability of each question item. With the results of the analysis of religious moderation questionnaire data, it can be seen in the following table.

Table 6. Summary Of Results Of Data Analysis On The Validity Of The Questionnaire, Literacy Moderation, And Religion

Interval	Categori Validity	Sum of number
$0,80 < rxy \leq 1,00$	Very high	13
$0,60 < rxy \leq 0,80$	High	9
$0,40 < rxy \leq 0,60$	Moderate	12
$0,20 < rxy \leq 0,40$	Low	6
$0,00 < rxy \leq 0,20$	Very low	5
$Rxy \leq 0,00$	Unvalid	

Based on Table 6 it can be seen that 45 questions can be used as a data collection tool, although there are eleven questions that must be repaired before use. Overall this religious moderation literacy instrument has 83% of the questions with a high level of validity, so it can be directly used to measure the level of religious moderation literacy. Next is to

measure the constancy of the instrument as follows.

Table 7. Results Of The Reliability Test Of The Religious Moderation Questionnaire In Schools

Quetionaire	Reliability	Criteria of Reliability
Questionnaire of relirious moderation	0,880	Very high

Based on Table 7 it can be seen that the religious moderation literacy questionnaire in schools has a very high level of reliability. Based on the results of the instrument testing above, it can be concluded that the development of a religious moderation literacy instrument is feasible to use to measure the level of religious moderation literacy of both students and teachers in schools. The development of a religious moderation literacy assessment is designed based on the development of children's faith at the age of 7-12 years based on James Fowler's theory that at that age the child is in a literal, literal, concrete phase where understanding a child's faith can be learned from concrete, logical things according to their knowledge. The material about religiosity is seen as something concrete between existing concepts and reality. (Fowler, 1995). The efforts to develop religious moderation instruments have also been carried out by the Research and Development Center for Religious and Religious Education of the Ministry of Religion in 2021 and also UIN Walisongo Semarang through the House of Religious Moderation.

Conclusion

Based on the results of this study it was concluded that the developed religious moderation literacy instrument had a total of 45 questions covering 8 aspects namely historical understanding, religious texts, religious beliefs, religious traditions, national commitment, tolerance, non-violence and local cultural traditions. And the developed religious moderation literacy instrument has been validated with results suitable for use with a percentage of 90% based on 3 experts, 83% validity level of the instrument items and 88% reliability level of the instrument, all categorized as feasible to use.

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