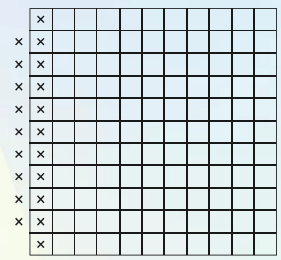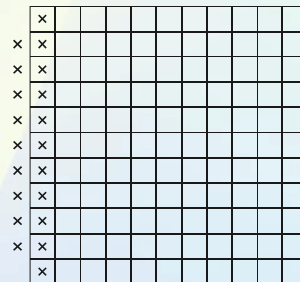# The Study Of Test Instrument Logical Validity Of Arabic Subjects In Madrasah Thanawiyah (The Islamic Secondary School) 2022

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Abstract

This research aims to identify the level of logical validity of the test tool in the religious junior high school examination in Arabic language lessons. The method used is the descriptive analysis, by analyzing the test tool, and examining it in terms of logical validity, which consists of surface validity, content validity, and construction validity. The research result indicates that the surface validity is still low due to the presence of many errors in 1) giving vowels to the letters, 2) letter writing, 3) the *i'rab*/end letter vowel of words, 4) their forms and selection, 5) the use of prepositions, 6) writing the letters of the hamza, 7) matching, and 8) choices errors. The validity of the content shows that the distribution of study subjects has been represented in the test questions, but the validity of the goals and linguistic procedures is still dominated by comprehension abilities and linguistic grammar, and few questions related to the ability of verbal activities and idea analysis, and there is absolutely nothing from the ability that presents the results of the analysis of ideas in a specific text. The logical validity of the type of construction validity shows that the level of memory still dominates the test questions, followed by the levels of analysis, understanding, application, synthesis, and evaluation. Imagination and creativity levels get nothing out of these test questions.

Keywords: Arabic language test, school exam, logical validity
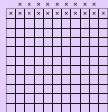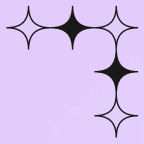
Introduction

- The tests conducted by the schools themselves, their level of logical validity is not guaranteed, because they are often not analyzed a priori by the authors, who are the subject teachers.
- This case occurred in the Arabic language subjects in religious junior high schools in the school's final exam called the Madrasah Examination.
- So, it is needed to do research on the logical validity of test questions of Madrasah Examination for Arabic lessons in Religious Junior High School.
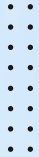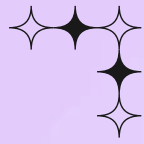
Defining and formulation of the research question

General Research Question:

What is the extent of the logical validity of the test questions in the Religious Junior High School Examination for Arabic Subjects?
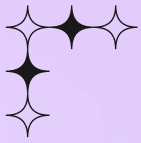
-   **Specific Research Questions:**

a) What is the extent of the logical validity of the test questions in the Religious Junior High School Examination for Arabic Subjects?

b) What is content validity, which includes the objectives of ability and the objectives of learning the Arabic language contained in the Arabic language test questions?

c) What is the surface validity of questions in the Arabic language test in the religious junior high school exam, Misbahunnuur?
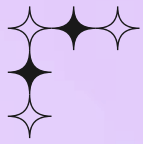
Research Aims

- **General Research Aim:**

To describe the logical validity of the test questions in the religious junior high school exam, especially in Arabic language lessons.

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- Specific Research Aims:

a) To describe the extent of superficial validity of the questions in the
Arabic language test in the Religious Intermediate School;
b) To describe the validity of the content related to the ability goals and the goals of learning the Arabic language contained in the aforementioned Arabic language test questions;
c) To describe the validity of the construction in the test questions mentioned.

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Research benefits

Theoretical benefits	Practical benefits	
It is expected that the results of this study will contribute to enriching the scientific treasures in the field of evaluating Arabic language learning, especially with regard to the efforts made to increase the logical validity of the Arabic language tests.	01	For teachers and those who set test questions
	02	For school administrators
	03	For future researchers

Theoretical Frameworks

a) Validity of the test and its types

b) The test and its relationship to the school exam

c) The test as part of the evaluation tool

d) Steps for formulating test questions

e) Measurable behavior in the domain of knowledge (cognition)

f) Bloom's taxonomy of domains of learning

Previous Research

There has been a lot of previous research related to experimental validity, including:

a) The logical validity of step-by-step education models for teaching physics in high school (Sugiono, Sudarti & Sutarto, 2016). ؛

b) The test of validity in developing tests to measure the ability of logical comprehension on the quadratic equation subject for eighth-grade middle school students (Riyani, Maizora & Hanifah, 2017);

c) Analysis of test questions in Arabic language lessons in the religious secondary school "Rawdat al-Ulum" by Pagak Malang (Al Fathiyah, 2019).

d) The quality of Arabic language tests and academic achievement among religious middle school students in Bantul district (analysis of test questions in the last national exam in religious school for the academic year 2013/2014) (Suharti, 2017).

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Some of the previous research is related to logical validity in non-Arabic language lessons, such as Physics and others, and some of the others are related to logical validity in Arabic language lessons, but it is considered a general logical validity. As for the research conducted by the researcher, it is related to all elements of test validity, which include surface validity, content validity, and construction validity, in more detail.

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Research Methodology

a)   Research Method:

It is a descriptive analysis method, by analyzing the data as it is in the test documents in the examination of junior high school (Soendari, 2012).

b)   Research Focus:

This research focused on the logical validity of the test tool in the religious middle school exam in the subjects of Arabic language lessons as an exam for students' graduation at the end of the educational program.

c)   Research Topic:

The topic of this research is questions for Arabic subjects that were tested on final-year students in the Religious Intermediate School Examination.

d)   Research Steps:

Planning, compiling documents, making instrument grids, carrying out research based on these grids, making research results reports

Data Collection Techniques

1- Item analysis techniques, which are based on logical validity components, which include surface validity, content validity, and construct validity

2- Documentation and Interview Techniques

Data Analysis Technology

a) Data reduction

b) Data classification

c) Data analysis

d) Conclusion

Results and Discussion

a) The validity of the surface of the test in the religious middle school exam for Arabic language lessons is considered to be incomplete, due to the presence of 64 grammatically incorrect words in 33 items of the questions that were tested;

b) The type of content validity, 60 questions tested were valid because they contain questions for 90% of the topics taught in grades 7, 8 and 9, which are distributed over 60 questions, with a percentage of 35% of the topics of the ninth grade. , and 30% of the subjects of the   grade 8, and 25% of the subjects of the grade 7;

c) Only 10% of the subjects were not represented in test questions in the 2022 Religious Intermediate School Examination;

d) The test questions emphasize aspects of understanding the text and grammar in it. At the same time, verbal activities and analytical and critical abilities towards the texts do not obtain appropriate proportions in the question items.

Conclution

1) Logical validity is internal and ensures the accuracy of each item and the whole in terms of surface, content, and construct of the test, before being used in exam activities.
2) Surface validity as a part of the logical validity of question items will make them easier for the testee to give the right answer.
3) Content validity as a part of the logical validity of question items requires that all topics have been questioned in the test instruments.
4) Construc validity as a part of the logical validity of question items constitutes an illustration that the question items have covered aspects of knowledge, attitudes, and skills proportionally.

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Thanks!

Do you have any questions?

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