

## **Development of Literacy-Based Performance Assessment Instruments to Improve Communication Skills in Thematic Learning of Class V**

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### **Abstract**

This research aims to (1) produce performance assessment instruments based on literacy that meet the standards (theoretically feasible, practical, valid, and reliable) on thematic learning of grade V elementary school, and (2) produce performance assessment instruments based on literacy that can effectively improve communication skills in thematic learning of grade V elementary school. The research population is all class V learners at 5 State Elementary Schools in Ngunuh Rai Cluster seputih Raman District of Central Lampung Regency which amounted to 148 learners. This study uses nonprobability *sampling* with a type of *purposive sampling* technique that is a sample determination technique with certain considerations. The data collection techniques used in this study are interviews, questionnaires, observations and documents. The instruments used in the study used nontes. Data analysis techniques used include analysis of validity, reliability, and effectiveness. The results of this study show that (1) istrumen performance assessment based on literacy to improve communication skills developed proven to meet standards (theoretically and practically feasible). (2) instrument performance assessment based on reading literacy produced effectively can improve to improve communication skills in thematic learning class V elementary school.

**Keywords:** *Assessment Instruction, Performance Assessment, Literacy, Read Write.*



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### **INTRODUCTION**

Indonesia as a nation and country has lofty ideals listed in the Opening of the 1945 Constitution paragraph four. The lofty ideals are to protect the entire Indonesian nation and all Indonesian blood, promote the general welfare, educate the life of the nation, and participate in implementing world order based on independence, lasting peace, and social justice. One way and strategy to accelerate the realization of these lofty ideals is to prepare future generations who are resilient, intelligent, independent, and hold on to spiritual values. In order to make it happen, the government through the Ministry of Education and Culture continues to reform and innovate in the field of education, namely the birth of the curriculum in 2013.

The 2013 curriculum is the development of the 2006 curriculum that is structured in reference to national educational objectives and is based on the evaluation of the previous curriculum in answering the challenges facing the nation in the future. The implementation of the 2013 curriculum was first implemented in 2013 at various levels of education from elementary school to high school. The implementation of the 2013 curriculum was only carried out gradually in the 2013/2014 school year with the target of grades 1 and 4 for elementary level, grade 7 for

junior high school level, and 10th grade for high school level. However, the 2013 curriculum has now been implemented by all classes in Indonesia in 2020.

To improve the quality of education in order to answer challenges, both internal challenges in order to achieve 8 (eight) SNP and external challenges, namely globalization, curriculum learning 2013 must integrate with 21st century skills or termed with 4C namely *Creativity* (creativity), *Critical thinking* (critical thinking), *Communication* (communication skills), and *Collaboration* (Collaboration). In this case communication becomes the main thing before the other three skills. The ability of humans to communicate well, be able to work together, and be able to establish relationships is an important part of the skills that must be mastered by humans (Joenaidy, 2019: 112). With the presence of the industrial revolution 4.0 in life must be able to give birth to good communication in the future.

According to a survey conducted by NACE (*National Association of Colleges and Employers*) in 2017 showed that as many as 67.5% of students have low communication skills. According to Wood & Hartshorne inside (Rahman, 2019) states that lack of communication skills can affect the ability to process information, difficulty integrating thoughts and speech, and difficulty in adapting to the environment. Therefore, in the process of teaching and learning teachers must communicate well with learners continuously in various circumstances (Resti and Rendy, 2018).

In line with the 2013 Curriculum to support 21st century skills, especially communication skills, the government also launched a School Literacy Movement (GLS) program to improve the literacy of learners. GLS is a policy of the Ministry of Education and Culture to realize the vision so that the community can adapt technological advances and newness. In 2018 the government sought to make literacy a national priority by launching the National Literacy Movement (GLN) by focusing on six basic literacy, namely: literacy, *numeracy*, science, digital, financial, as well as culture and citizenship (Kemendikbud, 2017). One of the basic literacy that is important to be mastered by learners is literacy.

Literacy is the basis of literacy that must be mastered to support the fluency of other literacy. Reading and writing are the earliest known literacy in human life. Both are classified as functional literacy and are of great use in everyday life. Reading and writing literacy needs to be developed to gain a more meaningful understanding of the various scopes and contexts of life. By having the ability to read, a person can live his life with better quality. By mastering literacy reading writing it will affect the quality of a person's communication. This is in line with what rahman (2019) said that with the optimization of literacy can be one of the efforts to improve the communication skills of learners.

In addition to having to master basic literacy, namely literacy to improve the communication of learners, in learning should need to pay attention to the right assessment to use. To improve students' communication skills in learning, should use authentic assessments that can assess the psychomotor realm (Rahmawati, 2020). This is because the teacher will assess the aspect of the language skills of learners.

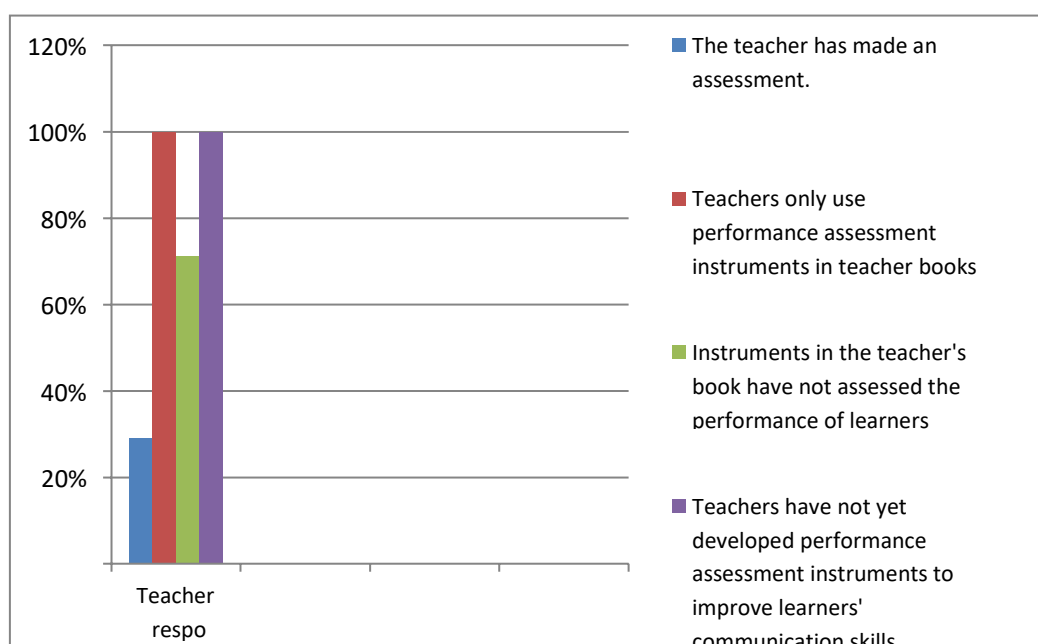
One type of authentic assessment that can assess the psychomotor realm, especially in communication skills, is *performance assessment*. According to Supardi (2015: 31) Performance assessment is an assessment based on the results of assessment observations of student activities as occurred. In performance assessment, teachers observe students while working, or examine products made, and assess demonstrated proficiency. Performance assessments are considered more authentic because they better reflect the ability of actual learners. Performance assessment is one of the assessment alternatives focused on two main activities, namely the observation of the process during the performance of skills and evaluation of copyrighted results or products (Rivo, 2014).

In conducting performance assessments teachers must know the mechanisms, procedures and instruments of assessment of learners' learning outcomes in accordance with the competencies to be measured. Assessment is carried out by teachers by formulating a grid of assessments tailored to the competencies in the curriculum, aspects that have been recorded, and learning objectives

that have been formulated, and comparing them with the circumstances and abilities of learners in learning. The assessment results data will be followed up by the provision of decisions or assessments in accordance with the criteria that have been set (Permendikbud No. 23 of 2016).

Based on the results of observations that have been carried out in several State Elementary Schools in Ngurah Rai Cluster of Seputih Raman District of Central Lampung Regency on October 4-10, 2020, learning was carried out with a distance learning system in accordance with government instructions in addressing the Covid-19 pandemic since March 2020.

The results of the analysis of teacher response needs obtained and carried out from several elementary school in Ngurah Rai Cluster are as follows.



Source: Needs Analysis Results

Figure 1. Results of Teacher Needs Analysis Response

Based on the results of the response of the needs analysis questionnaire in the Ngurah Rai Cluster, it can be concluded that 29% of teachers have carried out performance assessments on classroom learning. However, the Master only uses the assessment instruments contained in the government's books and does not yet understand how to use them. As many as 100% of teachers rely solely on books from the government as a source of assessment and have never tried to develop performance assessment instruments. Although 71% of teachers stated that teacher books from the government have not fully assessed the performance of learners. And here are the results of observations of learners in the Ngurah Rai Cluster taken from the results of student learning on KD Skills related to communication skills.

Table 1. Data From Observation of Communication Capabilities Class V SD Ngurah Rai Group Seputih Raman Central Lampung Regency

School	Number of students	Students who have the ability Communication	Percentage
State Elementary School 1 Rama Indra	49	22	44,89%
State Elementary School 1 Rama Kelandungan	28	13	46,42%
State Elementary School 2 Rama Kelandungan	20	10	50,00%
State Elementary School 1 Rama Yana	42	20	47,62%
State Elementary School 3 Rama Yana	28	13	46,42%
Sum	167		

Source: Observation data for the 2020/2021 school year

Based on the data above, that there are still many learners who have low communication skills. This is evidenced by the number of learners in the Ngurah Rai Group who have communication skills of less than 50%.

Humans are social creatures who always interact with each other. Therefore, communication is one of the most important things that can be the key to success in public life. According to Zubaidah (2018) empowering communication skills takes a lot of time and practice. Therefore, communication skills can be trained continuously, either explicitly or embedded in teaching and material. Reading, listening and observing activities are very important stimulus activities in practicing communication skills. Based on the results of the teacher's needs analysis response and the results of observation of the communication skills of learners in the Ngurah Rai Group, it is necessary to develop Performance Assessment Instruments Based on Literacy To Improve Communication Skills in Thematic Learning Class V Elementary School.

## LITERATURE REVIEW

### Communication Skills

According to the Great Dictionary of Indonesian (2014) the word ability is one's ability, prowess, strength and ability. While the word communication is a translation of the English language that is *Communication*. According to the Great Dictionary of Indonesian, communication is the delivery and reception of a message or news between two or more people so that the message in question can be understood. Etymologically communication comes from the Latin *cum*, a foreword meaning with, and the word *uni* a number word meaning one. The two words form a noun meaning *communio*, which in English is called *communion*, which means togetherness, unity, communion, association, or relationship. So, communication means notification of conversations, conversations, and exchanges of thoughts or relationships. Communication is the process of speaking, interacting verbally and nonverbally both with yourself and with others according to the context and atmosphere of communication (Lalongkoe, 2014: 45).

Communication skills are a person's ability to convey and share their thoughts, questions, ideas, and solutions using spoken or written language, verbal or non-verbal and collaborate effectively. Communication will be successful if there is mutual understanding, that is, if both parties, the sender and the recipient of information can understand it. This does not mean that both parties should agree on an idea, but the important thing is that both parties understand the idea. Under these circumstances it can only be said that communication has worked well.

### Assessment Instrument

Assessment of learning processes and outcomes is an integral part of the planning and implementation of the learning process. According to Permendikbud No. 23 of 2016 article 1, Assessment is the process of gathering and processing information to measure the achievement of learners' learning outcomes. This is in line with what Kunandar (2015: 35) said that *assessment* is a process of collecting various data that can provide an overview of student learning development. While the assessment according to Uno and Satria (2013: 2) can be interpreted as the process to get information in any form that can be used for basic decision-making about learners, both regarding curriculum, learning programs, school climate and school policies.

Assessment instrument is a tool used by educators to measure the development of learners in learning and become *feedback* for teachers as an improvement in the quality of learning so as to improve the planning and learning process. The purpose of assessment is to reward the learning achievement of learners and improve learning programs and activities.

### Performance Appraisal

Performance assessment is an assessment that is done by observing learners in demonstrating knowledge and skills to demonstrate their abilities directly to the teacher.

### Write Read Literacy

Literacy is the ability to speak, i.e. reading and writing. Reading comprehension is the knowledge and ability to read, write, search, browse, process and understand information to analyze, respond to, and use written text to achieve goals, develop understanding and potential, and to participate in social environments.

Performance assessment instruments based on literacy are interpreted as tools used in collecting data on the results of student performance by assessing students' abilities through assignment by paying attention to knowledge and ability to read and write, process and understand information while doing the reading and writing process, as well as the ability to analyze, respond, and use language.

### Thematic Learning

Thematic learning is a learning that is designed with a specific theme to combine several learning materials from various standards of competence and basic competencies from one or more subjects. The chosen theme must be closely related to the real experience of learners in everyday life, so that the learning experienced by learners can provide meaningful experiences for learners themselves.

## RESEARCH METHODS

### Type of research

This type of research is research and development (*Research and Development*). Research and development is research that aims to produce a particular product. The products developed in this study are performance assessment instruments to improve the communication of class V elementary school learners.

### Population and Research Samples

The population in this study is all class V learners at 5 State Elementary Schools in Ngurah Rai Cluster seputih Raman District of Central Lampung Regency which amounted to 148 learners. This study uses *nonprobability sampling* with a type of *purposive sampling* technique that is a sample determination technique with certain considerations. This study considers the determination of samples based on the results of questionnaires in preliminary research, namely small group trials on 6 class V educators in the Ngurah Rai Cluster, and large group trials at SD Negeri 1 Rama indra consisting of 30 class V learners. Data collection techniques used in this study are interviews, questionnaires, observations and documents. The

instruments used in the study used nontes. Data analysis techniques include analysis of validity, reliability, and effectiveness.

## RESULTS AND DISCUSSIONS

This research is research and development with the seven-step R&D borg and Gall research model (1983: 775). The results of the product in this study in the form of performance assessment instruments based on literacy read to improve the communication skills of learners. Before doing research, uji tried to do to find out the practicality of the product by using educator response sheets. The number of educator respondents is six class V educators who teach at Ngurah Rai State Elementary School.

Table 1. Small Group Trial Educator Response Results

No	Aspects assessed	Educators					
		1	2	3	4	5	6
1	Kemenarikan	10	10	11	11	10	12
2	Facilities	10	9	9	11	9	10
3	Usefulness	10	12	12	9	11	9
<b>Number of Scores</b>		<b>30</b>	<b>31</b>	<b>32</b>	<b>31</b>	<b>30</b>	<b>31</b>
<b>Maximum Score</b>		<b>36</b>	<b>36</b>	<b>36</b>	<b>36</b>	<b>36</b>	<b>36</b>
<b>Percentage Score (%)</b>		<b>83,33</b>	<b>86,11</b>	<b>88,88</b>	<b>86,11</b>	<b>83,33</b>	<b>86,11</b>
<b>Percentage Average (%)</b>		<b>85,64</b>					
<b>Criterion</b>		<b>Very Practical</b>					

Source: Primary data processing results

Based on table 21, showed that the results of small group educator response tests for practicality tests from educators, obtained an average score from 6 educators with a percentage of 85.64% criteria is verypractical. It is proven that the product meets the archival aspects of the product display design, images, colors, use of letters, and the completeness of the contents of the instrument. Then the ease aspects of use, products, performance task steps and performance tasks do not make it difficult for learners. In addition, instruments worthy of the aspect of usefulness in improving communication skills, increasing the interest in learning learners, adding insight and knowledge of educators in making performance assessment instruments.

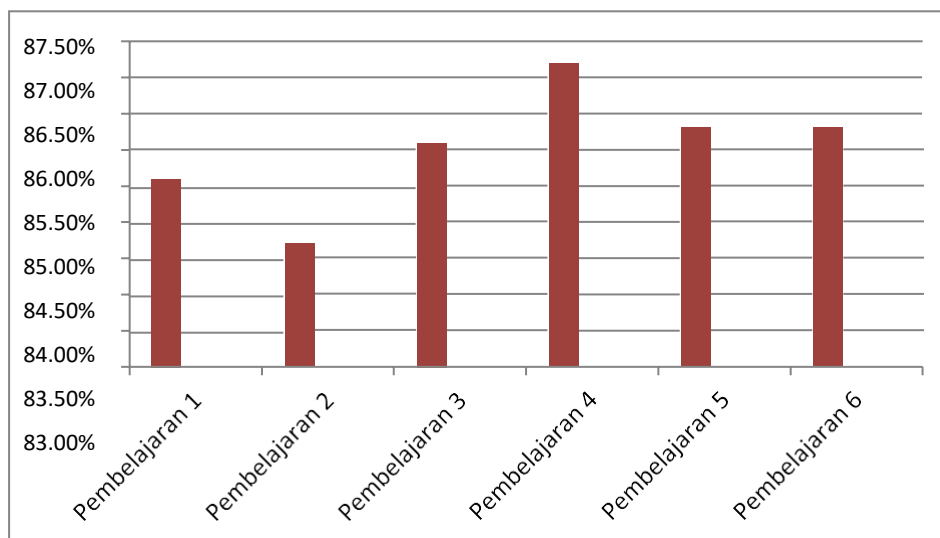
After the trial was conducted, then further research was conducted in SD Negeri 1 Rama Indra Seputih Raman District of Central Lampung Regency, on 30 learners for experimental classes. This study was given treatment in experimental classes to find out the effectiveness of instruments to improve the communication skills of learners.

Table 2. Results of Observation of Communication Capabilities in Main Field Trials

Literacy Aspect Read Write	Aspects Communication Skills	Score Per Learning						Average
		1	2	3	4	5	6	
Reading and writing	Deliver understanding orally	85,8	82,5	85,8	87,5	87,5	87,5	86,1
Using language	Using good grammar	86,6	84,2	85,8	88,3	86,6	85,8	86,2
Respond	Respecting the interlocutor	88,3	84,2	85,0	87,5	86,6	87,5	86,5
Analyze	Giving an opinion	81,6	84,2	85,8	83,3	87,5	85,8	84,7

Processing and understanding information	Provide a clear understanding and Easy to understand	85,8	88,3	88,3	89,2	83,3	85,0	86,7
<b>Average</b>		<b>85,6</b>	<b>84,7</b>	<b>86,1</b>	<b>87,2</b>	<b>86,3</b>	<b>86,3</b>	<b>86,0</b>
<b>Criterion</b>								<b>Excellent</b>

Source: Primary Data Processing Results



**Picture 1. Histogram Value Average Ability Communication**

Based on Table 2 and Figure 1, it shows that communication skills have the highest score on learning 4 at 87.2% while the lowest learning score of 2 is 84.7%. Then, the highest communication indicators in the aspect provide a clear and easy to understand understanding and aspects of literacy are processing and understanding information by 86.7% while the lowest communication indicators in the aspect of providing opinions and aspects of literacy analyze by 84.7%.

The resulting literacy-based performance assessment instrument answers the problem formulation in the study as follows:

**Meet the Standards**

***Theoretically feasible***

Feasibility in theory performance assessment instruments based on literacy to improve communication skills seen from the results of validation assessments by four experts, namely design experts, evaluation experts, linguists, and material experts. Based on the results of validation assessments from the four experts, this assessment instrument is theoretically feasible because it obtained a validation value by a design expert of 82.50, validation by an evaluation expert of 96.42, validation by a linguist of 88.46, and validation by a material expert of 75.00. The average overall expert validation value of 85.60 in the criteria is very feasible.

The same is expressed through the results of sunarti and Rahmawati research (2014: 135); Wahyuni and Ibrahim (2012: 56) who stated that the instrument is said to be theoretically feasible because it has met the criteria both from the aspect of the way of presentation or design, aspects of construction or evaluation, aspects of substance or material, and aspects of language through validation of experts assessing and providing instrument-related advice. Aspects of the way of presentation or design of instruments in research and development are assessed by design experts,

aspects of instrument construction are assessed by evaluation experts, aspects of substance or materials are assessed by material experts in the form of studies related to scientific substances, especially performance materials and learning stages, while language aspects are assessed by linguists in the form of studies related to the use of good and correct Indonesian.

The results of validation by experts in this study are said to be theoretically feasible and also proven that the product of performance assessment instruments based on literacy to improve communication skills has met the quality of good instruments that have instrument criteria with instructions for use, grids, assessment sheets on this study using observations, rubrics, and suspension guidelines.

In addition, on the grid the instrument is made dimensions first before entering the indicator of communication capabilities connected to the performance task, and this instrument only assesses the process. Then, from the material aspect contained in the instrument has conformity with basic competencies, learning indicators, and made mapping of performance tasks according to learning (learning 1 to learning 6). Language aspects of the instrument have excellent accuracy of sentence structure, word choice, use of Indonesian sentences, writing in accordance with PUEBI, and excellent use of terms, symbols, images or icons and given sources.

Feasibility is theoretically also proven by the validity test and reliability test of the assessment instrument in accordance with the results of research that states that the instrument is valid and reliable. Based on these explanations in the form of expert validation test results evidenced by the quality of instruments, relevant theories and research that form the basis of reference to product development, and statistical tests with validity and reliability obtained an assessment of the feasibility of instruments with criteria very feasible or can be said to be theoretically feasible.

### ***Practicality***

The practicality of performance assessment instruments based on literacy to improve communication skills is seen from the results of small group trials using practical response questionnaires by educators consisting of aspects of sustainability, convenience, and usefulness. This is in accordance with Noviana's research (2019: 143) which explains that the assessment instrument is said to be practical by looking at three aspects. First, the aspect of archival is the quality of the assessment instrument that causes interest, desire, or attraction to use the instrument from the attraction of colors, images, letters, and contents of the material on the instrument. Second, the ease aspect is the implementation or use of instruments that are simple and do not make it difficult for educators and learners. Third, the useful aspect is the ability to produce benefits from the instrument by measuring or assessing according to the purpose of the assessment developed.

Meanwhile, practical assessment instruments used by educators and learners according to Aldabbus (2018: 77), and Lestari (2017: 158) are instruments that meet the practicality of the instrument in terms of the alignment of instruments in the form of covers and drawings, ease of instruments with clear instructions, and the usefulness of instruments in measuring the skills of learners.

These three aspects are said to be practical because in the product of performance assessment instruments based on literacy to improve communication skills are arranged based on the stages of good instrument preparation and clear instructions for use starting from the learning process based on basic competencies and formulated indicators and learning in accordance with aspects of literacy read and writing, then rubric instructions that have value criteria one to four, to the guidelines for the value of students' communication skills. Pranowo (2013: 226) said: "The principle of a good instrument is practicability. Practicability is an instrument that is practical to use and comes with clear instructions. The principle of good instruments is practicalability. Practicability is an instrument that is practically used and equipped with clear instructions."



Based on these explanations in the form of educator practicality response test results evidenced by theories and research results relevant to previously relevant aspects of the aspects of education, ease, and usefulness obtained an assessment of the practicality of instruments with very practical criteria or it can be said that performance assessment instruments based on literacy are practically used to measure the communication skills of learners.

### ***Effective***

The effectiveness of performance assessment instruments based on literacy to improve communication skills is seen from the results of effectiveness tests in large group trials. This effectiveness assessment is carried out with two stages, namely the percentage of achievement of communication skills according to indicators, and the output of test person diagnostic communication skills with the winstep rasch program. The results of the effectiveness of the first stage by measuring the percentage of communication skills achievement can be seen with observation sheets on learning 1 to 6 in each indicator obtained an average percentage of 86.0% with excellent criteria.

The achievement of communication skills can be seen the highest and lowest values in learning and indicators. Communication skills have the highest score on learning 4 at 87.2% while the lowest value on learning while the lowest value of learning 2 is 84.7%. Then, the highest communication indicators in the aspect provide a clear and easy to understand understanding and aspects of literacy are processing and understanding information by 86.7% while the lowest communication indicators in the aspect of providing opinions and aspects of literacy analyze by 84.7%.

The instrument is said to be effective in the first stage of effectiveness test due to the percentage of achievement of learners' communication skills in learning 1 to 6 in each indicator obtained a score above 80 with high criteria. The same was also expressed in the results of Zubaidah's research (2018) that the achievement of students' communication skills by applying performance assessment instrument products based on literacy and writing obtained a score above 80 with high criteria.

### **CONCLUSION**

Based on the results of research that has been developed it can be concluded that performance assessment instruments based on literacy to improve communication skills developed proved to be theoretically feasible. This is evidenced by the results of validation by four experts, namely design experts, evaluation experts, material experts and linguists who state that performance assessment based on literacy to improve communication skills developed in the criteria is very feasible. This is because the instrument is prepared based on relevant theories and research, and has quality or has met the requirements of the feasibility aspect where in the instrument there are instructions for use, grids, assessment sheets, rubrics, and suspension guidelines. Then, the material aspects contained in the instrument have conformity with basic competencies, learning indicators, and made mapping of performance tasks. Aspects of language have the accuracy of sentence structure, word choice, use of understandable language sentences, writing in accordance with PUEBI, and the use of terms, excellent symbols. In addition, the assessment instruments developed have proven to be reliable.

Performance assessment instruments based on literacy to improve communication skills developed practically. This is evidenced by the conduct of initial field trials of limited scale to 6 educators located in the Ngurah Rai Cluster of Seputih Raman District of Central Lampung Regency through practical response, namely in terms of aspects of sustainability, convenience, and usefulness in educators in very practical criteria. Aspects of the ministry can be seen from the appearance of the instrument page, in terms of design, color, and letter selection. Then, the ease aspect where there are clear instructions for use, flow, and suspension guidelines on the

instrument. In addition, the usefulness aspect of the instruments that can be used to perform performance tasks and improve the communication skills of learners.

Performance assessment instruments based on literacy read to improve effective communication skills. This is evidenced through the effecttvtas test using the percentage of achievement of communication skills according to indicators with the results of high achievement criteria, and the output of the test person diagnostic communication ability of the winstep rasch program with the results of individual achievement levels dominated very good, good, and quite good. This means that this literacy-based performance assessment instrument can be used properly and effectively, so that the user of the instrument easily understands the flow in each learning.

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