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(ICCIE) 2012
YOGYAKARTA STATE UNIVERSITY – INDONESIA



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as a **Presenter**

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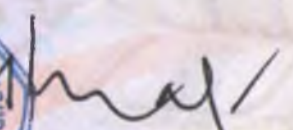
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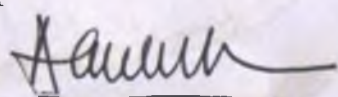
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Foreword of The Rector

On behalf of Yogyakarta State University, I would like to welcome all participants of the *International Conference on Current Issues in Education*. We are honored to conduct this conference and to give you opportunities to join in a most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we join a lengthy and prided tradition of inquiry and dissemination. The conference has become a major forum for the advancement of knowledge related to many issues in education.

To many presenters who have travelled from many parts of the world, I extend my gratitude for your effort and willingness to participate in this event. Throughout your effort, we feel confident in the continuing success of the conference.

The topic of the conference is a very important field in our global and changing society that becomes very complex. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The paper in this proceeding presents many topics, perspectives, and methodology that stimulate debates and dialogue, so that it is resourceful for scholars and researchers who are interested in current issues in education.

I hope that you have an enjoyable stay at YSU and find the conference productive and rewarding.

Yogyakarta,
Prof. Dr. Rochmat Wahab, M.Pd., M.A
Rector of Yogyakarta State University

Foreword of the Director

This proceeding compiles all papers from the invited speakers and complementary papers in the 1st International Conference on Current Issues in Education (ICCIE) 2012 held at Yogyakarta State University, Indonesia on 15-16 September 2012. The conference is held by the Study Program of Educational Policy, Faculty of Education & Doctoral Program of Educational Sciences, Graduate School, Yogyakarta State University, Indonesia in collaboration with Faculty of Education, the National University of Malaysia.

As we know, in the modern era, there are fast and paradoxical changes in human life. These bring several consequences, including those in education. To respond to these issues, some possible solutions are needed, which of course require the cooperation between education experts and practitioners in all parts of the world. Thus, bringing about three main subthemes, i.e. Comparative Education: Global and Local Issues, Religious and Moral Issues in Education, and Sociocultural Issues in Education, the conference attracts many participants who are willing to share their thoughts and experiences in education. Participants come from many countries, i.e. Indonesia, Malaysia, Philippines, Netherlands, Japan, Bangladesh, Singapore, Iran, India, Pakistan, Taiwan, Nigeria, and Afghanistan.

We would like to convey our highest appreciation to our main speaker, Prof. Dr. Rochmat Wahab, M.Pd., M.A. (Rector of Yogyakarta State University, Indonesia). We would also like to extend our gratitude to the plenary session speakers — Prof. Yutaka Otsuka, Ph.D. (Hiroshima University, Japan), Coloma Pastora, Ph.D. (Central Luzon State University, Philippines), Prof. Suyata, M.Sc., Ph.D. (Yogyakarta State University, Indonesia), Prof. Micha de Winter (Utrecht University, Netherlands), Prof. Madya. Dr. Haji Maimun Aqsa Lubis (The National University of Malaysia, Malaysia), Dr. Hamid Fahmy Zarkasyi, M.A. (Pondok Pesantren Gontor, Indonesia), Assoc. Prof.Dr. Abdul Razak Ahmad (The National University of Malaysia, Malaysia), Prof. Zamroni, Ph.D. (Yogyakarta State University, Indonesia), Prof. Md. Wahiduzzaman, Ph.D. (University of Dhaka, Bangladesh), Dr. Vincent P. Costa, Ed.D. (Education Development Specialist, USA) — as well as to presenters of the parallel sessions. They contributed much to the success of the conference, which is also indebted to the participants as well as the officials who support this conference for their will, commitment, and collegiality in sharing their experiences and thoughts in this occasion.

Hopefully this proceeding will give deeper insights about education.

Yogyakarta,
Prof. Dr. Sodik A. Kuntoro, M.Ed.
Director of Publication

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DEVELOPING A MODEL OF ITEM BANK FOR REGIONAL FINAL EXAM IN THE ERA OF REGIONAL AUTONOMY AND DECENTRALIZATION

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Abstract

This study aims to conduct need assessment and develop a model for the final exam question bank in the era of regional autonomy and decentralization. Areas of study which modeled the province of Yogyakarta. The need assessment was carried out by the focus group discussion and documentation study and then proceed by formulating a hypothetical model of item bank for the regional final exam. The results showed that Yogyakarta hasn't had the regional item bank to hold regional final exam for all of the subject matters and a part of teachers have had item pool of subject matters (especially for teachers participated in the Teachers' Forum or the Principals' Forum). The Item bank model developed includes the management of test results to determine its item characteristics, the identity of items, the addition of items, the item removal, the item utilization. These items are presented in an easily accessible network and printed by the user's of the item bank.

Keywords: *model, item bank*

1. Introduction

The autonomy and decentralization are implemented in Indonesia opened the new chapter in the government system. The system is based on UU No. 32 Year 2004 about Regional Government regarding UU No. 22 year 1999. Given the autonomy and decentralization, the regional government authorized to regulate and manage the society at its own initiative based on the aspirations of the community and in accordance with statutory regulations. Both of these provide a great influence in many fields, including education.

One of the effects of autonomy and decentralization is that local governments have an obligation to evaluate the success of education that have been implemented in the region. One of problem in autonomy and desentralization is examination system in education. This examination also has a central role is carried out at the end of a unit/level of learning in education. Cause the implementation of regional autonomy and decentralization, each district implement its own final exam. This resulted in local governments is difficult to monitor learning outcomes for each school and each region. This is due to regional autonomy, the tests used for the final exam is different, although the tests measure the same Basic Competency and Competency Standards. The different tests will not necessarily have nearly the same level of difficulty and the same way in scoring. The way of scoring between schools or

between regions such as this would lead to an erroneous interpretation of the quality of the educational process, especially when compared. Based on the results of preliminary research has been done and also some previous research results, obtained information that the items are used is not yet known about its characteristics. This is due to the unavailability of a item bank in each region, and equivalency test devices used in each region also has not been done. Associated with the absence of this item bank, it is needed a research on the development of models for the final exam item bank with an equating of common items in implementation of regional autonomy in education, while providing opportunities for the region to oversee the implementation of the exam itself by considering the resources.

Education evaluation plays an important role in knowing the achievement of education that have been implemented. According to Gronlund (1990: 8), evaluation in education has a purpose: a) to provide clarification about the nature of the learning outcomes that have been implemented, b) provide information on the achievement of short-term goals that have been implemented, c) provide input to the improvement of learning, d) provide information about the difficulties in learning and to select learning experiences in the future.

In order to obtain an evaluation conducted in accordance with objective results, it would require a good instrument. For education, which plays an important instrument of this form of testing. The

tests are good if their characteristics are known. Some research has been done by previous researchers that research about the school admission test developed by principals' forum (Musyawarah Kerja Kepala Sekolah, MKKS) or teachers' forum (Musyawarah Guru Mata Pelajaran, MGMP) (Heri Retnawati, 2003; Heri Retnawati, et al, 2006). The results of this study indicate that the quality of teacher-made tests need improve in many ways, both constructs, the writing of items, and on its quantitative characteristics. When compared between regions, the characteristics of the items' test of the school final exams varied (Heri Hidayati Retnawati & Kana, 2006). The results also showed that the need for equating (linking score) between the tests, so that the resulting measurements in the the same scale. Research that has existed only provide the characteristics of the teacher-made tests, and even then only at the school or district level. Some of these studies have not touched the ground that the test organization has created a teacher, but this is a huge potential to improve the quality of education through evaluation.

Pujiati Suyata, Djemari Mardapi, Badrun Kartowagiran, and Heri Retnawati (2010) have tried to develop an item bank for final exam without common items (concordance). However, this study emphasizes the items to be stored in the question bank, not develop a system that includes how the storage, the addition of items, use items, to secure the items. the model question bank has also not been equated the tests using the common item, thus linking the test by the test basic on their substance, and even then not to make the manual of item bank. Related to this development model is needed for the item bank of final exam with an equating design including developing a manual book for item bank.

Theoretically, the item bank easier in this case the government to conduct the test properly. Heri Retnawati, Samsul Hadi, and Edi Prajitno (2010-2011) conducted a study to develop a model of the final exam in the era of autonomy and decentralization. There are two test models are developed, the design without the common item (concordance) and use the common item (equating). To be implemented, this model is still constrained because of Yogyakarta hasn't had the item bank that can be used for preparing the test.

The item bank commonly known by educator as a collection of items of tests. But the item bank not only refers to a set of items only. Item bank refers to the process of collecting the questions, monitoring, and storage with related information, making easier to assemble the test (Thorndike, 1982). Millman (in J. Omar, 1999) defines a bank as a relatively large collection of items, it made the test developer easily to obtain the items. "Easy" means that such questions are given an index,

structured, and given the information so easy in its election to the test is structured as a test. In line with the notions, Choppin (in J. Omar, 1999) provides a definition that the item bank is a set of test items are organized and cataloged to achieve a certain amount based on the content and items characteristics. This item characteristics include the degree of difficulty, reliability, validity, and others. The idea of developing an item bank related to the need to assemble the test more easily, quickly and efficiently. In addition, the claim about the good item quality in the preparation of the test. With the item bank, the items on the preparation of the test can be guaranteed their quality. Van der Linden said that the development of a new practice of item bank in the development of tests, as a result of the introduction of item response theory and the extensive use of computer knowledge and technology in modern society (Jahja Umar, 1999).

The advantages to be gained by the development of an item bank as follows:

- 1) the decentralization policy on the national test program can be introduced and can he compared the test results,
- 2) the cost and time required to test construction activities can be reduced,
- 3) the greater the number of items contained in the question bank, security issues become more assured.
- 4) The quality of the test program can be improved by known the items' characteristics on bank.
- 5) Educators can design the tests to be used, taking advantage of the good items in the bank.
- 6) The teacher can concentrate on efforts to improve the quality of learning, without having to spend a lot of time for preparation of the test (Jahja Umar, 1999).

Choppin (Jahja Umar, 1999) argues that the advantage in developing a question bank can be grouped into four categories. First, that is the economic category. With the question bank system, allowing the use of the items repeatedly. Second, using the item bank, the length of tests can be adjusted to the needs, which is the category of flexibility. Third, the consistency category. Using the item bank, tests can be developed in parallel, and the results can be compared because of the ability of test takers can be identified by the same scale. The fourth category is security. Using the item bank, test developers can develop some alternative tests to keep the leaks about the test that is very important purpose.

There are some important events in the development of an item bank. These activities are writing, validation and calibration of items, storage and security problems, linking with new items in the item bank, and maintain an item bank (John Umar, 1999). To maintain the existence of an item bank, tests need to be repeated and additional of the new items. The history of the items should

also be noted. This is done to ensure the quality of the items in item bank. Associated with these things, the study aims to conduct needs assessment related to the bank. Information obtained from the needs assessment is used to develop models for the item bank of final exam in the era of autonomy and decentralization.

2. Methods

This research is the research and development (R &D), refers to the Borg & Gall (1984), only at the stage of needs assessment and development model. The data collection in the needs assessment conducted by focus group discussion (FGD) and and documentation of item bank format. The FGD participants is 6 teachers, principals' forum, and two person of the district education offices (Gunungkidul and Sleman districts in Yogyakarta province) and two mathematics education expert, 2 expert of educational measurement and 2 expert of education. Furthermore, based on FGD results and the model is formulated based on theoretical studies of item bank, and then built an item bank system that can be utilized by teachers.

3. Result

To formulate a model of the expected item bank, conducted focus group discussion (FGD). Based on the results of the FGD, it can be concluded that this inter-districts in Yogyakarta implement exam on their own, and some of schools preparing axam their own. Test are in use across the district with one another is a different test. Between the tests used no common items. However, the existence of common items are made together and agreed to be shared by focus group participants for scoring are on the same scale.

For the Gunungkidul district, actual implementation of the exams are responsibility of the schools, as each teacher and the school has the right to conduct test to know students' achievement, and evaluation also needs to be done by the teacher. Actually the teachers have the task to evaluate, especially in the era of regional autonomy. Education offices essentially provide service to the community, one of them in the form of procurement of the exam.

There are no item bank in the two districts. During this time, the teachers developed the test begins by constructing the blue print in accordance with indicators of competence standard s and basic competencies to be achieved learning. Problems already in use are not used anymore, although the teachers are doing item analysis and can use it to improve learning. For the education office, the item bank and its development is very necessary and facilitate teachers to assemble test, and have know its characteristics. By knowing the

characteristics, the tests can measure students' abilities precisely.

There is no coordination among districts to make common item. Coordination among the districts only associated with education calendar is facilitated by the provincial education department. Associated with utilization in the future, teachers in Gunungkidul highly approve the common items, so the scaling abilities to be more valid. It is also reinforced by the education officer that common items is something that is necessary, in order to scale the ability to be on the same scale. With the same scale, occurred justice when comparison of the quality . Utilization of common items is also recommended that the development of item bank.

According to education experts, in Indonesia, autonomy given to the district level, but the human resources have not supported yet. If if there is an item bank, the safety factor should be taken into consideration. The item bank system also needs to be designed to facilitate teachers' use it. Because of many experiences, teachers find it difficult to solve educational problems, including carrying out the assessment and utilization. It should also be undertaken efforts to improve the professionalism of teachers, including teachers and educational office collaboration to develop an item bank.

The measurement experts to provide input, that the item bank is not a set of items. More to the bank about the system, including store items, add items, delete items, keep a history item from the manufacturer, characteristics and usege. If the storage on the network, it can be accessed by many teachers. It should be a concern that the security, the teachers are using needs to be given a username and password when the bank will assess the bank, so the teacher easier to use, add items, make the removal of items, assamble test and others.

The item bank format used by the teacher and the teacher wants to use in the item bank is presented in Figure 1. The format contains the naration of items and items' identity, standards of competence, basic competence, and items' indicators. These questions are written or printed manually, and so are transferred manually to the tests' format.

Item Bank				
Item Bank	Date	Time	Place	Author
1	1. ...			
2	2. ...			
3	3. ...			
4	4. ...			
5	5. ...			
6	6. ...			
7	7. ...			
8	8. ...			
9	9. ...			
10	10. ...			

Figure 1. Finding and Selecting Items in the Item Bank

Ministry of Education through the socialization of the curriculum center also issued an item bank format. Although this format is still manual, but this format is more complete because it contains the characteristics of items basic on item analysis. The item bank format basic on the socialization of curriculum is presented in Figure 2.

Figure 2. Format Bank Problem

Based on the results of focus group discussion and literature review, model of item bank is expected which includes the storage, item utilization, update item, delete the items. The system is managed based on information technology in a network that presents menus. Item storage load identity, content, and items characteristics. The menu items include insert, select, delete, and update. On utilization, about the selected item can be viewed only and can be converted to a word. User created username and password. The model presented in Figure 3.

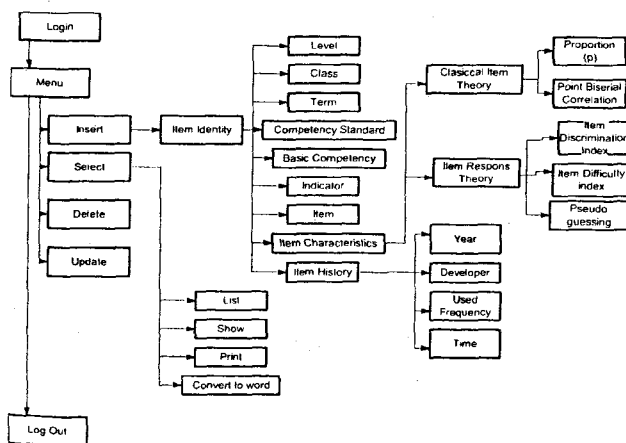


Figure 3. The Model of Item Bank

Question bank system that was developed based on information technology, and then displayed in a web based on MySQL software. Initial view is presented in Figure 4, log in using the username and password are presented in Figure 5. Users can change their identities presented in Figure 6. Menu search problems are presented in Figure 7 and manage menu items are presented in

Figure 8. The menu is selected and then inserted into the basket which can then be viewed only, printed, or converted to a document (*. Doc) to be edited and used in a test.

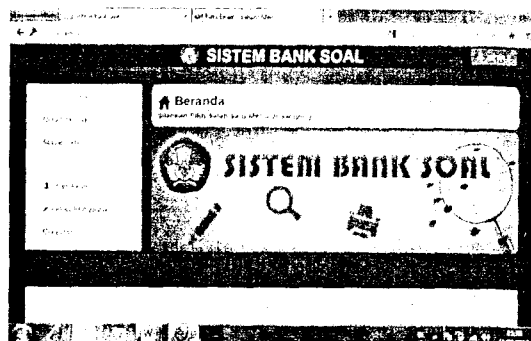


Figure 4. Initial View of Item Bank System

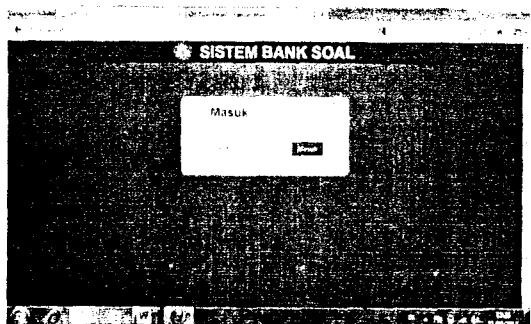


Figure 5. Go to the Test Bak System Using Username and Password

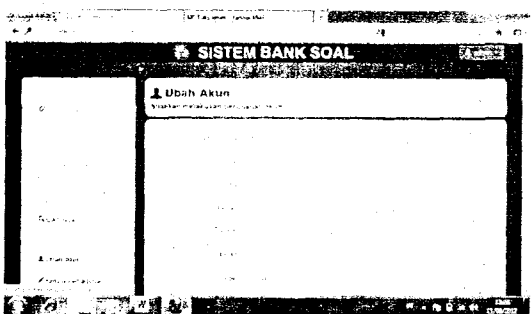


Figure 6. Changing the User Identity

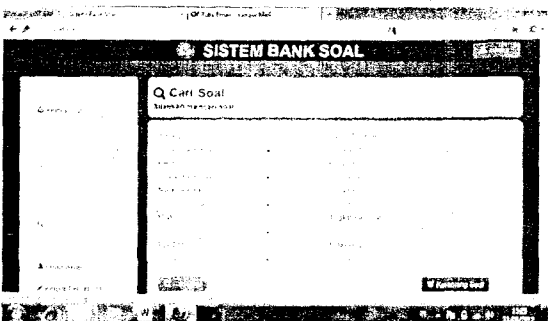


Figure 7. Finding and Selecting Items

4. Conclusions and Recommendations

The results showed that there is no item bank in Yogyakarta Province and its district, and item bank is need in the era of autonomy and decentralization. The developing item bank includes the management of test results of the test item to determine its characteristics, the identity of items, the addition of items, items removal, items utilization, and these items are presented in an easily accessible network and printed by the user's item bank.

The item bank developed is only a system, still need to be filled with items. The items can be added in this bank, still needs a long process to see its characteristics based on classical test theory and item response theory. To see the benefits and drawbacks, this model still requires validation and tryout, for input in carrying the revision.

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