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# Development Of School Final Exam Test Instruments For Citizenship Education (PKN) Subjects For Grade IX Of SMP In Kepulauan Selayar Regency

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**Abstract**

*This study aims to develop a school final exam test instrument for the Citizenship Education (PKn) subject for Grade IX students of junior high schools (SMP) in Kepulauan Selayar Regency and to evaluate its quality in terms of validity, difficulty level, discrimination power, and reliability. The research employed a quantitative approach using test development procedures, including item construction, validation, and empirical testing involving 200 students. Data were analyzed using item analysis techniques to determine item validity, difficulty index, discrimination index, and reliability coefficient. The results indicate that most items are valid, with item-total correlation values ranging from 0.242 to 0.461, a moderate level of difficulty (0.350–0.700), and good discrimination power (0.30–0.67). The reliability coefficient of 0.84 demonstrates high internal consistency. In conclusion, the developed instrument meets the criteria of a good test, being valid, reliable, and appropriately constructed, and is therefore suitable for assessing student learning outcomes in Citizenship Education at the junior high school level.*

**Keywords: Test instrument development, validity, reliability, Citizenship Education (PKn).**

## INTRODUCTION

The development of valid and reliable assessment instruments is a crucial component in



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ensuring the quality of education, particularly in evaluating students' learning outcomes in Citizenship Education (Pendidikan Kewarganegaraan/pkn). As a subject that aims to shape students into responsible, democratic, and law-abiding citizens, pkn holds a strategic role in fostering civic competence, critical thinking, and national character among junior high school students. In the context of Grade IX students in SMP (Sekolah Menengah Pertama) within the Kepulauan Selayar Regency, the need for well-constructed final examination test instruments becomes even more significant due to the region's unique geographical, socio-cultural, and educational characteristics. Therefore, the development of standardized, contextually relevant, and psychometrically sound school final exam instruments is essential to accurately measure students' mastery of pkn competencies as outlined in the national curriculum(Fajaruddin et al., 2021).

Assessment in education is not merely a tool for measuring cognitive achievement but also a means of improving teaching and learning processes. However, in many cases, teachers tend to rely on conventional test items that have not undergone rigorous validation processes, resulting in instruments that may lack reliability, validity, and fairness. This issue can lead to inaccurate representations of students' actual abilities and hinder the achievement of educational objectives. In pkn subjects, where the emphasis is not only on knowledge but also on attitudes and values, poorly designed test instruments can fail to capture the holistic competencies expected from students. Consequently, there is a pressing need to develop high-quality test instruments that align with curriculum standards, learning objectives, and assessment principles(Sistriana et al., 2019).

The Kepulauan Selayar Regency, as an archipelagic region, presents distinct challenges and opportunities in the implementation of education, including assessment practices. Limited access to resources, variations in teacher competencies, and diverse student backgrounds may affect the quality of learning outcomes and assessment processes. In this regard, developing a standardized final examination instrument specifically tailored for pkn subjects in this region can contribute to improving the overall quality of education. Such an instrument should consider local context while still adhering to national standards, ensuring that it is both relevant and comparable across different schools. Moreover, it should incorporate various levels of cognitive skills, ranging from lower-order thinking skills (LOTS) to higher-order thinking skills (HOTS), to encourage students' critical and analytical abilities(Pudjiastuti & Rumiati, 2019).

The process of developing a school final exam test instrument involves several systematic stages, including test blueprint design, item writing, expert validation, pilot testing, item analysis,


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and revision. Each stage plays a vital role in ensuring that the final instrument meets the criteria of good assessment practices. The test blueprint serves as a guideline that outlines the competencies to be measured, the distribution of content, and the cognitive levels of the test items. Item writing must follow established principles to ensure clarity, relevance, and fairness, avoiding ambiguity and bias. Expert validation is conducted to assess the content validity of the items, while pilot testing allows for empirical analysis of item characteristics such as difficulty level, discrimination index, and reliability coefficient. Based on the results of item analysis, necessary revisions are made to improve the quality of the instrument before it is implemented as a final examination tool(Setiawan, 2019).

Furthermore, the integration of modern assessment approaches, such as competency-based assessment and authentic assessment, should be considered in the development process. Although final examinations are typically conducted in written form, incorporating real-life contexts and problem-solving scenarios can enhance the meaningfulness of the assessment. In pkn subjects, this approach is particularly important as it reflects real-world civic issues and encourages students to apply their knowledge in practical situations. Therefore, the test instruments should not only assess factual knowledge but also evaluate students' ability to analyze, evaluate, and make decisions related to civic life(Usmi & Murdiono, 2021).

The development of school final exam test instruments for pkn subjects for Grade IX students in SMP in the Kepulauan Selayar Regency is a strategic effort to improve the quality of educational assessment. By ensuring that the instruments are valid, reliable, and contextually relevant, educators can obtain accurate information about students' learning achievements and use it to enhance instructional practices. This development process also supports the broader goal of education in Indonesia, which is to produce competent, responsible, and character-driven citizens who are capable of contributing positively to society(Santika et al., 2022).

**Learning Evaluation**

Learning evaluation is a fundamental component in the educational process, functioning not only as a tool for measuring student achievement but also as a mechanism for improving the overall quality of education. Evaluation is defined as a systematic and continuous process of collecting, analyzing, and interpreting information to determine the extent to which educational objectives have been achieved . In modern educational perspectives, evaluation is no longer viewed merely as an administrative requirement but as a strategic instrument that supports decision-making, curriculum development, and instructional improvement. Through effective


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evaluation, educators can identify students' strengths and weaknesses, assess the effectiveness of teaching methods, and make necessary adjustments to enhance learning outcomes(Harahap et al., 2022).

Furthermore, evaluation plays a dual role in education: formative and summative. Formative evaluation provides continuous feedback during the learning process, enabling teachers to refine instructional strategies and address students' learning difficulties in real time. Meanwhile, summative evaluation assesses the final outcomes of learning, often in the form of school examinations or standardized tests. These functions highlight that evaluation is not limited to measuring cognitive achievement but also encompasses affective and psychomotor domains, ensuring a holistic assessment of student development. Thus, a well-designed evaluation system contributes significantly to the creation of an accountable and quality-oriented educational system(Santoso & Murod, 2021).

In the Indonesian context, school examinations represent one of the most prominent forms of summative evaluation. They serve as instruments to measure students' mastery of competencies at the end of an educational level. As indicated in the study, school examinations hold a strategic position in determining graduation and mapping the quality of education at both local and national levels . However, the effectiveness of these examinations largely depends on the quality of the test instruments used. Poorly constructed test items can lead to inaccurate measurement of student abilities, thereby undermining the validity of evaluation results.

**Evaluation Instruments and Item Quality**

Evaluation instruments are essential tools used to collect data on students' learning outcomes. These instruments can take various forms, including tests and non-test assessments such as observations, portfolios, and performance tasks. Among these, written tests—particularly multiple-choice questions—are widely used in school examinations due to their practicality and efficiency. However, the quality of evaluation results is highly dependent on the quality of the test items contained within the instrument(Aula & Fithriyah, 2025).

A high-quality test item must meet several essential criteria, including validity, reliability, level of difficulty, discrimination power, and distractor effectiveness. Validity refers to the degree to which a test measures what it is intended to measure. A valid test ensures that the content of the questions aligns with the learning objectives and competencies being assessed. Without validity, the results of the evaluation cannot accurately reflect students' true abilities. Reliability, on the other hand, refers to the consistency of test results when administered under similar


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conditions. A reliable instrument produces stable and consistent scores, allowing educators to make objective decisions regarding student performance(Idrus, 2019).

Another important aspect of item quality is the level of difficulty. A good test should include a balanced distribution of easy, moderate, and difficult questions. This balance ensures that the test can effectively measure the abilities of students across different performance levels. If a test is too easy, it fails to differentiate between high- and low-achieving students; if it is too difficult, it may discourage students and fail to provide meaningful information about their competencies. Therefore, the level of difficulty must be carefully analyzed to achieve an optimal balance.

Discrimination power is also a crucial indicator of item quality. It refers to the ability of a test item to distinguish between students who have mastered the material and those who have not. Items with high discrimination power are capable of identifying differences in students' abilities, making them valuable for accurate assessment. Conversely, items with low discrimination power do not contribute significantly to the measurement process and should be revised or discarded(Hamzah et al., 2025).

In multiple-choice tests, distractor effectiveness plays an equally important role. Distractors are incorrect answer options designed to attract students who do not fully understand the material. Effective distractors function well when they are plausible and capable of misleading less knowledgeable students. If distractors are poorly constructed or obviously incorrect, they reduce the quality of the test by allowing students to guess the correct answer easily. Therefore, analyzing distractor effectiveness is essential to ensure that each item contributes meaningfully to the evaluation process(Rizwan, 2025).

Empirical studies highlighted in the document reveal that many test items used in school examinations do not meet these quality standards. Issues such as low validity, inadequate reliability, imbalanced difficulty levels, and ineffective distractors are commonly found . These findings indicate a gap between theoretical principles of test construction and their implementation in practice. Consequently, there is a need for systematic analysis and development of test instruments to improve their quality and ensure accurate measurement of student learning outcomes.

**Civic Education (PKn) in Junior High School**

Civic Education (Pendidikan Kewarganegaraan or PKn) is a crucial subject in the Indonesian education system, particularly at the junior high school level. It aims to develop students into responsible, democratic, and active citizens who understand their rights and obligations. PKn is


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not merely a subject that transmits knowledge about the state and governance but also serves as a medium for instilling moral values, national identity, and social responsibility .

The conceptual framework of PKn emphasizes three main components: civic knowledge, civic skills, and civic disposition. Civic knowledge refers to students' understanding of fundamental concepts such as democracy, constitution, and citizenship rights. Civic skills involve the ability to think critically, participate in discussions, and engage in social and political activities. Meanwhile, civic disposition relates to attitudes and values, such as tolerance, responsibility, and respect for diversity. These three components are interconnected and must be developed simultaneously to achieve the overall objectives of civic education(Hoeruman, 2025).

At the junior high school level, PKn plays a significant role in shaping students' character during a critical stage of their development. Students are expected to internalize values such as nationalism, democracy, and social justice, which are essential for maintaining social harmony in a multicultural society like Indonesia. Therefore, the teaching and assessment of PKn should not focus solely on cognitive aspects but also address affective and behavioral dimensions.

However, challenges remain in the implementation of PKn evaluation. Many teachers tend to emphasize cognitive assessment, often neglecting the measurement of attitudes and skills. This imbalance results in an incomplete evaluation of students' competencies, as important aspects such as civic responsibility and ethical behavior are not adequately assessed . Additionally, teachers often face difficulties in developing valid and reliable instruments for assessing affective and psychomotor domains, leading to less comprehensive evaluation practices(Utaya et al., 2024).

Given these challenges, the development of high-quality evaluation instruments for PKn is essential. Such instruments should be capable of measuring not only students' knowledge but also their attitudes and skills in a holistic manner. By improving the quality of test items and integrating various assessment methods, educators can ensure that PKn evaluation aligns with its broader educational goals.

**Synthesis of Literature Review**

Based on the reviewed literature, it can be concluded that evaluation, evaluation instruments, and Civic Education are closely interconnected components in the educational process. Evaluation serves as a strategic tool for measuring and improving learning outcomes, while evaluation instruments function as the means through which data is collected. The quality of these instruments, particularly test items, determines the accuracy and reliability of evaluation results(Ulfa et al., 2020).



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In the context of PKn, the importance of high-quality evaluation instruments becomes even more pronounced due to the subject's emphasis on character development and civic competence. The findings from previous studies indicate that many existing test items still fall short of established quality standards, highlighting the need for systematic development and analysis. Therefore, this study aims to address these gaps by developing and evaluating school examination test instruments for PKn at the junior high school level, ensuring that they meet both quantitative and qualitative criteria and contribute to the improvement of educational quality(Ardian Feriandi et al., 2023).

## DISCUSSION

### Discussion of Instrument Validity

Based on the results of the item validity analysis presented in the previous section, it was found that most of the items used in this study had correlation coefficients that met the validity criteria. The item correlation values ranged from 0.242 to 0.461, indicating that most items had a fairly strong relationship with the total score.

Of the 24 items analyzed, 18 were declared valid, while 6 items were categorized as adequate: items 4, 5, 8, 9, 13, and 18. This indicates that the developed instrument was generally able to measure students' abilities according to the established learning indicators, although there were still some items that needed improvement.

This good validity indicates that the developed instrument matched the content of the questions with the competencies being measured. In the context of this study, the questions covered topics such as Pancasila, the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika (Unity in Diversity), and the Unitary State of the Republic of Indonesia (NKRI). The congruence between the test items and the indicators indicates that the instrument fully represents the material, providing a fairly accurate picture of student abilities(Kasim et al., 2024).

Furthermore, the high level of validity also indicates that the instrument development process was carried out systematically and structured. This process included developing a grid, expert validation using the Aiken's V index, and pilot testing the instrument on a larger number of students. These stages contributed to improving the quality of the test items, ensuring that most items met validity criteria.

However, several test items still fell into the adequate category. This indicates that not all test items function optimally in measuring student abilities. Several factors can contribute to low validity scores, including unclear question wording, inappropriate difficulty levels, and distractors


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that do not function optimally(Santoso et al., 2023).

Therefore, test items falling into the adequate category require revision to improve their quality. Revisions can be made by improving the question wording, adjusting the difficulty level, and improving the quality of the answer choices. With these improvements, it is hoped that all test items will have better validity and be suitable for use in learning evaluation instruments.

Overall, the results of the validity analysis indicate that the instrument developed in this study meets the criteria for a good evaluation tool, as most test items accurately measured student abilities and aligned with the learning objectives(Utamiani & Parmiti, 2022).

**Discussion of Item Difficulty Levels**

Based on the difficulty level analysis presented in Table 4.5, the difficulty index (p) values ranged from 0.350 to 0.700. This range indicates that the items have varying levels of difficulty, ranging from difficult, medium, to easy. An item with a p value of 0.350 is categorized as difficult because only a small percentage of students were able to answer the question correctly. This indicates that the question has a relatively high level of difficulty, and should only be answered by students with higher abilities. Conversely, an item with a p value of 0.700 is categorized as easy because the majority of students were able to answer it correctly(Fahruddin et al., 2026).

Despite the variation in difficulty levels, the majority of items fall into the medium category. This is evident from the dominant p-values, which range from 0.410 to 0.660, such as for item 10 with a p-value of 0.530, item 11 with a p-value of 0.540, and item 20 with a p-value of 0.540. The dominance of items with a moderate level of difficulty indicates that the instrument developed has a proportional level of difficulty and is not overly biased toward one particular category.

A balanced distribution of difficulty levels is crucial in a test instrument. Questions that are too easy tend not to optimally measure student abilities because almost all students can answer correctly. Conversely, questions that are too difficult can demotivate students and provide inaccurate information about their abilities. Therefore, the presence of varying difficulty levels in this instrument is positive(Widiyana et al., 2019).

Furthermore, the dominance of items with a moderate level of difficulty also supports the instrument's effectiveness in measuring student abilities more accurately. Questions with a moderate level of difficulty tend to be better able to differentiate student abilities than questions that are too easy or too difficult, thus providing more representative evaluation results.

Thus, the results of the difficulty level analysis indicate that the developed instrument


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meets the criteria for a good evaluation tool, as it has a balanced distribution of difficulty levels and is able to accommodate various levels of student ability(Widiyanto & Istiqomah, 2023).

**Discussion of Item Discriminatory Power**

Discriminatory power is the ability of an item to differentiate between students with high ability and those with low ability. Based on the analysis results presented in Table 4.6, it is known that the majority of items have discriminatory power values in the good category, with values ranging from 0.30 to 0.67.High discriminatory power values indicate that the item is able to function effectively in identifying differences in student ability. Students with high ability tend to be able to answer the questions correctly, while students with low ability tend to experience difficulty. Therefore, the items used in this study were able to function effectively as an evaluation tool.

However, there was one item with sufficient discriminatory power, an item with a D value of 0.30. Although still usable, this item was less than optimal in differentiating student ability compared to other items. This indicates that several aspects still need improvement.Low discriminatory power of a test item can be caused by several factors, including inappropriate difficulty levels, unclear wording, or distractors that are not functioning optimally. Questions that are too easy or too difficult tend not to differentiate student abilities effectively, as almost all students answer correctly or incorrectly(Santoso & Sari, 2019).

By varying the discriminatory power values, researchers can identify which items need to be retained and which need improvement. Items with good discriminatory power can be retained in the final instrument, while items with moderate discriminatory power need to be revised to improve their quality. Furthermore, the predominance of items with good discriminatory power indicates that the developed instrument is of sufficient quality in measuring differences in student abilities. This is crucial in learning evaluation, as a good instrument not only measures general ability but also distinguishes ability levels between students(Santoso, 2021).

Thus, the results of the discriminatory power analysis indicate that the developed instrument meets the criteria for a good evaluation tool, although several items still need to be refined to improve the instrument's overall quality.

**Discussion of Instrument Reliability**

Based on the reliability calculation using the Kuder-Richardson (KR-20) formula, a reliability coefficient of 0.84 was obtained. This calculation was performed using 24 items, 200 students as


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respondents, and an Σpq value of 5.80.The reliability value of 0.84 is considered high, indicating that the instrument has a good level of internal consistency. This means that the instrument is capable of producing stable and reliable data in measuring students' abilities in Civics Education (PKn).

The Σpq value of 5.80 indicates that the variation in students' responses to the items is at a good level. This variation is important because it indicates that the items are neither too easy nor too difficult overall, thus providing more accurate and representative measurement results of students' abilities. The high reliability of this instrument also indicates that the items are well-correlated in measuring the same construct. In other words, each item in the instrument consistently contributes to measuring student abilities according to the established indicators(Brata et al., 2020).

Furthermore, high reliability also indicates that the instrument has a relatively low level of measurement error. This is crucial in learning evaluation, as a reliable instrument will produce reliable data that can be used as a basis for making learning decisions. Therefore, the instrument developed in this study can be considered suitable for use as a tool for evaluating student learning outcomes, as it meets the criteria for good reliability and is able to provide consistent and accurate measurement results.

**Discussion of Overall Instrument Quality**

Overall, the results of the study indicate that the developed test instrument is of good quality. This can be seen from several key aspects: the validity of the items, which are mostly in the valid category; the proportional level of difficulty with a predominance of the medium category; the discriminatory power, which is mostly in the good category; and the instrument's reliability, which is in the high category with a coefficient of 0.84.

In terms of validity, most of the items are able to measure student abilities according to the established learning indicators. Although some items still fall into the "fair" category, the instrument generally demonstrates a good fit between the question content and the competencies being measured. This indicates that the instrument has adequate validity as a learning evaluation tool.

In terms of difficulty level, the analysis shows that the difficulty index ranges from 0.350 to 0.700, with a predominance of items in the "moderate" category. This indicates that the instrument has a balanced level of difficulty and is able to accommodate various levels of student ability. This variation in difficulty level is crucial to ensuring that the instrument can be used


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effectively to measure student ability across the board(Surayanah et al., 2025).

Furthermore, in terms of discriminatory power, most items fall into the "good" category, with values ranging from 0.30 to 0.67. This indicates that the instrument is able to effectively differentiate between high- and low-ability students. Good discriminatory power is an important indicator that the items not only measure general ability but also identify differences in ability levels among students.

Furthermore, in terms of reliability, the instrument demonstrated a reliability coefficient of 0.84, which is considered high. This indicates that the instrument has good internal consistency, thus producing stable and reliable data. High reliability also indicates that each item supports each other in consistently measuring the same construct.

The combination of these four aspects indicates that the developed instrument is not only capable of accurately measuring student abilities but also of producing consistent and reliable results. Instruments with this quality are crucial in learning evaluation, as they can provide accurate information regarding student learning outcomes.Therefore, the final school exam test instrument for Civics Education (PKn) developed in this study can be declared suitable for use as a learning evaluation tool, as it meets the criteria of validity, reliability, difficulty level, and good discriminatory power(Santoso, 2020).

## CONCLUSION

Based on the results and discussion of the study, it can be concluded that the developed school final exam test instrument for Citizenship Education (PKn) demonstrates good quality and is appropriate for use as an evaluation tool. In terms of validity, most test items were declared valid, with item-total correlation values ranging from 0.242 to 0.461, indicating that the instrument effectively measures students' abilities in accordance with the learning indicators. Regarding the level of difficulty, the items show a proportional distribution with values ranging from 0.350 to 0.700, predominantly within the moderate category, which enables a more balanced and accurate assessment of students across varying ability levels. From the discrimination perspective, most items exhibit good discriminatory power, with values between 0.30 and 0.67, demonstrating the instrument's ability to distinguish between high- and low-performing students. Furthermore, the reliability coefficient of 0.84, calculated from 24 items and 200 respondents, falls into the high category, indicating strong internal consistency and dependable results. Overall, the instrument meets the criteria of validity, reliability, appropriate difficulty level, and good discrimination power, making it suitable for assessing student learning


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outcomes in PKn at the junior high school level..

**FUTURE DIRECTIONS**

Future research can further enhance the quality and applicability of the developed Citizenship Education (PKn) assessment instrument by expanding its scope and depth. Subsequent studies are recommended to involve a larger and more diverse sample across different regions and school types to improve the generalizability of the findings. In addition, future researchers may integrate higher-order thinking skills (HOTS) items to better align the instrument with 21st-century learning demands and critical thinking competencies. The use of technology-based assessments, such as computer-based testing or adaptive testing systems, should also be explored to increase efficiency and accuracy in evaluation. Moreover, further analysis using more advanced psychometric approaches, such as Item Response Theory (IRT), is suggested to obtain more precise measurements of item characteristics. It is also important to continuously revise and validate the instrument in line with curriculum developments and educational policy changes. Finally, future studies may examine the impact of using this instrument on students' learning outcomes and teachers' instructional practices to ensure its effectiveness in real classroom settings.

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