

Actualizing the Phrase "Please Be Happy There Is An Exam" in the *Tembang* Exam

Puspita Indriani^{1,*} Miftachul Amri² Syamsul Sodik³

^{1,2,3} Education of Language and Literature, Universitas Negeri Surabaya, Indonesia

*Corresponding author. Email: puspita_20038@mhs.unesa.ac.id

ABSTRACT

The purpose of this study is to describe how a *nembang* exam could be fun, and the assessment result shows information about students' competencies validly. This is a qualitative descriptive study. Analysis was done by describing the data. Data was collected through forms spreading to get primary data and observation throughout the exam to get secondary data. Results of this study shows that practical exam is efficient regarding the implementation and the financing. From the reliability of the students and the examiners, the exam could be held well except for the reliability of the text item because of the form of the *Tembang*. Validity of the exam was shown in how the result of the exam was directly given to the students after the correction process using the theory of constructing *Tembang Macapat*. The authenticity was shown in the topic choice of the *Tembang*, which was near with the students despite that the students were not familiar with using them.

Keywords: *Nembang exam, Fun assessment, Evaluation principle.*

1. INTRODUCTION

The basic competence of reading *titi laras tembang* is one of the most feared competencies by students. When students find out that *tembang* is a test item in the practical exam for graduation in ninth grade, it is fascinating when exploring what happens when the student's ability assessment is about to be carried out, especially about the packaged song the form of an appraisal. There are some unique phenomena in it. Various student reactions come to the fore when the *nembang* assessment is about to be carried out through the observations make, both formative assessment and summative assessment.

Formative assessment is an assessment that can take and choose a method according to the indicators and the teacher's wishes [1]. Many alternatives can be done, such as using the daily assessment model by giving multiple-choice questions, getting quick score results, using description questions, finding out how deep the students' understanding is, or combining the two. Another alternative is choosing an oral quiz, answering questions through games, evaluating performance, projects, or even just chatting as if students are allowed to pour out their hearts but have equipped themselves with the material. The assessment results will later become the basis for a teacher to make a maneuver; what should be changed when finding something wrong

because it turns out that based on the results of the assessment, most students do not have the most fundamental competencies of learning material. Mertler [2] meant by describing that formative assessment that one teacher in the classroom generally carries out takes place during the learning process, not at the end. If there are not under the abilities that should achieve, changes can be made in the learning activities.

With model variants that provide a choice of assessing, formative tests tend to be more enjoyable even though they have many weaknesses. However, this test cannot be done independently with one basic competency in one assessment only. To cover the shortfall, assessing the same basic competency differently can be done to get valid results. This assessment, of course, requires preparation from students. The preparation process for students is not as tense and scary as taking the summative exam.

Summative assessment has the same function in the learning process [3]. But interestingly, students feel that preparation tends to be tenser than formative assessment. This could be because the evaluation has never changed from time to time, especially when the assessment is still paper and pencil based. Question sheets printed on paper, answer sheets that are ready to be shaded or crossed to affix answers in black and white, presentation of images that use grayscale for student

observation material is a provision for answering. It could also be as described by Mertler [2] that this assessment is a promotive form; the results will be used as a determinant. It can be determinants of increase in pairs with advances, determinants of graduation and failure. Can these assessments be made with the presumption that they are pleasant?

A study by Fitri Aulia and Marfuatun [4], which examined the stress-free national exam module application, was conducted in 2013. The subject was students of SMKN 1 Kopang Central Lombok. The initial hypothesis is to reduce fear before the national examination by using this module. And the results show that students were more confident in facing the national exam and did not feel the tension ahead of the national exam.

Specifically, about *tembang*, Zainal Arifin [5], in his research on cognitive abilities in learning songs in fourth-grade students of Sekolah Dasar Negeri 01 Sambiroto Semarang, shows that they had good cognitive skills in the material of *tembang*. Based on two previous studies, this research is a continuation of learning *tembang* in skills. Especially in terms of assessment and preparing assessments with students towards pleasant examinations with measurable and valid results. The validity was tested with the principles that must exist in an assessment

It's a fascinating riddle to be solved one by one. What is revealed above is limited to what appears on the surface. Signs are captured when observing. Then, how can an idealistic and realistic assessment be carried out while maintaining the reliability and validity of the assessment results? How can an assessment be carried out in a pleasant atmosphere?

This research will present two interesting questions: (1) How can an idealistic and realistic assessment be carried out while maintaining the reliability and validity of the results of the *nembang* assessment? (2) How is an assessment carried out in a pleasant atmosphere with satisfactory results?

To get a consistent and measurable focus of research, this research is limited to several things that teachers and students do before assessing *nembang* ability.

Furthermore, this research will provide a reference system for preparing assessments in a new way, which is more enjoyable and satisfying. In practice, the results of this study can be an alternative, tips, and tricks for conducting a pleasant assessment and satisfying results.

2. METHODS

This research was conducted by taking data using a questionnaire distributed to 64 respondents. The research subjects were selected in a homogeneous class, namely the superior class. Homogeneous means having a dominant culture of studying hard and being serious in studying and having well-educated family background. The objects of this research were the student's responses which show a connection with the problems raised in this study. The student responses that became the data were then sorted and analyzed. The analysis is a qualitative descriptive analysis, which provides an overview of interpretation through the dialectic between the data and Craig A. Mertler's class assessment guide [2].

3. RESULTS AND DISCUSSION

An ideal and easy-to-implement valuation of assessment should be able to provide information about students' abilities. The information provided must show the actual mastery of students. This can be studied from five points of assessment principles that can be used as a form of testing or analysis tool. An assessment carried out, in addition to being practical, an estimate must also have reliability, validity, authenticity, and feedback.

3.1. Practicality

Referring to H. Douglas Brown's book [6], practicality is understood as ease of implementation. This convenience is implied by indicators, is inexpensive, does not take time, can be done at once for many participants, and between completing tests by test-takers in a short time, and does not take long in scoring by the administrator.

Based on its practicality, this test is reasonably practical because the teacher as an assessor only needs to recap the scores and determine the average as the final score within one hour. In terms of the time it takes students to complete, this includes tests that take a relatively long time. If it is calculated that each student takes 5 minutes, the total time needed is 155 minutes or the equivalent of 3 hours. If it is converted to school hours, it means the same as two meetings. In terms of the availability of funds, this test is relatively inexpensive and easy to prepare.

3.2. Students Reliability

This reliability must consider the condition of students; this condition is more directed to the mood of less stable students. So it should be wary so that the value remains valid [6].

Students are test takers whose abilities will be measured. Therefore, the mood of students must be

maintained; moreover, *nembang* test has been the most frightening test for students. As suggested by Merlter [2], students should be motivated to take any form of assessment and strive not to equip students with certain cheats or tricks. Encouraging students to follow the assessment activities that will be followed is enough. Based on estimates related to students' fears, the teacher has anticipated and motivated students to feel curious about how they develop. This is evidenced by the activities of students who practice outside with joy; there is even one student who commands other students to move their bodies in the same way and direction.

3.3. Appraiser Reliability

Human error, subjectivity, and bias may enter into the scoring process. Inter-rater reliability measures when two or more scores produce inconsistent scores on the same test. Possible attention gaps on the scoring criteria, inexperience, inattention, or even bias.

The appraisers involved include reliable appraisers; this is because the Javanese language teacher who is the assessor is indeed a Javanese language education background who understands *nembang*. Thus the assessor has knowledge that is linear with the abilities that are assessed to students, not only in theory but also in practice. This proof can be seen in the process leading up to the assessment of students' singing abilities. The two teachers who tested were the teachers who taught, trained, and even provided practice time outside of class hours to make sure the students had mastered it well, even though there were still some natural weaknesses.

3.4. Execution Reliability

This reliability is related to the readiness of the implementing party. This readiness includes the personnel involved in supervising or scoring the test, the tools needed in carrying out the test, and a good place for implementing the test.

The equipment needed in this test only requires a copy of 31 sheets of student worksheet, then seven sheets for assessors. The staffs involved in this test are two teachers who serve as assessors.

3.5. Test Item Reliability

This reliability lies in the test items prepared by the test taker. This reliability is seen in the suitability of the test items with the completion time. Don't let a test that should be done in 90 minutes be turned into just 60 minutes.

The prepared test items are made as easy as possible for the assessor student, likewise how to assess it. The assessment results are very measurable for each note and lyric, and it can immediately be seen how many notes there are errors. In this case, peer assessment must

understand the ups and downs of the tone. And throughout the evaluation, it was proven that the students knew the ups and downs of the notes, but they were still wrong in reading the notes.

3.6. Validity

This validity is defined as the extent to which the conclusions made from the assessment results are appropriate, meaningful, and very useful, related to the purpose of the assessment [2]. Validity includes several aspects that must meet, namely, validity relating to instructions. The instructions in the evaluation of *nembang* did contain errors, especially in listening to *titilaras* and *cakepan*, but that was not a significant problem because students had received an explanation of how the assessment worked at the previous meeting. As suggested by Georgine Loacker's essay, it is essential for us to articulate what we need to do for the assessment and what students must prepare and learn [7] [8].

Validity can be seen in the evidence on the apparent criteria. This clarity is evidenced by the ease with which students can assess and be assessed. Clarity on these criteria was also obtained by students at the previous meeting when the assessment modeling was carried out. So, before the assessment is carried out, it is crucial to do a simulation to understand what to do and prepare.

The validity is related to the theory building used in the assessment of developing this *tembang macapat*, adhering to the *wewaton* or *paugeran tembang macapat* theory. In this test, students' songs are assessed using the approach. Meanwhile, in development, the assessment is based on the accuracy of the pitch and articulation, and gestures.

Validity is related to the consequences. The consequences that appear on students in the days approaching the test are pretty surprising and beyond expectations. Students, without being instructed, every break and after school, practice on their own, led by friends who are considered qualified to teach *nembang*. Validity is also regarding outward appearance. Broadly speaking, when this test is referred to as the *nembang* test, students already know for sure that this test is a test that tests *tembang* ability based on an assessment of accuracy in chanting *titi laras* and *cakepan*.

3.7. Authenticity

According to Brown [6], this authenticity can be seen in its characteristics; namely, the language in the test is attempted to be as natural as possible, the items are contextualized rather than isolated or close to students' lives, topics that are meaningful (relevant, interesting) for students and how long they are

organized for relevant items prepared as through story lines or episodes [6].

The authenticity of these test items cannot be carried out in language that is done as naturally as possible because *nembang macapat* has to get students used to understanding and using *rinangga* or beautiful language styles. Instructions on how to work are also used in the appropriate language in education, not the Javanese language spoken by students in everyday life. This is done because there is a mission of habituation to students related to the adjustment of *pocap* and *patrap* or habituation to language and be polite.

The choice of topics is made by considering the world of students today, namely as a student. So the issue taken not far from their lives is about seeking knowledge. The packaging of *tembang*, the *tembang wantah* without twists, is varied and relatively witty. So that students like and often mumble with the tone of the *nembang macapat*.

3.8. Washback

Washback is the feedback that is expected to provide as much information as possible about students' abilities [9]. With this washback, students and parents can approve or complain if there is a discrepancy. This feedback is important because students and even parents can determine their attitude and even decide to ask the teacher for remedial if their children's abilities are considered lacking, and it can also make students and parents choose to proceed to a more severe stage to develop their potential [10]. So that decisions regarding remedial and enrichment are no longer requests and orders from the teacher but rather requests from students themselves.

In this *tembang* test, test results will be directly given to students, complete with comments that have been formulated in the table. Thus, students and parents can find out where the strengths and weaknesses of students are.

A strange reaction appeared in the parents who were surprised by their child's ability to *nembang*. They are not interested in seeing that value. They are more interested in asking their children to develop the *tembang* listed on the student assessment worksheets. This happens because the parents of the students cannot *nembang* and did not believe that their children had been able to *nembang* and wanted their *children* to prove that they can *nembang*.

3.9. Fun Assessment

Referring to the student's response when receiving information that an assessment process will be carried out as a form of assessment, all of these are exam or test

activities that need to be watched out for and prepared optimally. The results of the distribution of the questionnaire showed that 79% of students admitted to feeling tense. And the tension was 49% due to the unpreparedness of the students who thought they had not mastered the material; what was surprising and pleasant about this response was that very few students felt afraid compared to students who felt happy. Students who thought afraid were 10.2%, while the remaining 42.9% felt delighted. This pleasure 73.2% was based on why they would soon know the weaknesses and strengths of mastering their abilities.

Looking at the symptoms that exist in the data, the tension felt by students is very reasonable. This means that students do not blame other parties for the pressure they feel. They felt they had not mastered the material when tested is a form of awareness and introspection from the students themselves. Self-introspection was complete when students realized that this test or exam had an essential role in getting feedback that shows weaknesses and strengths in mastering the tested skills. The interpretation based on the data above is a good signal for changing the paradigm so that all students feel happy when they will be tested.

Citing the research results revealed by Loacker [7], he said that students use the knowledge they have to understand what is being studied, and this is usually an effective way of assessing what they have learned. This means that the teacher, besides having to motivate students to follow the assessment with any model. It is also vital to ensure that what is being tested is material that students have actually been taught and truly mastered. Completing the two treatments is complete when it is clearly communicated about what criteria will be the assessment items. Even more, services are needed for students to align their abilities with predetermined criteria.

Educators have carried out the three treatments; however, the three treatments are still carried out informal ways and situations. As in a school situation where the image must be in uniform, there are many provisions. There is a limit to communication with the teacher that feels stiff, and you can even imagine stressful sentences, even though the teacher intends to motivate when teaching. Often, the teachers who describe them have to study hard; they have to get good grades and get grades above the standard if they don't want to be remedial. Expressions like this mainly impact students' feelings of tension, panic, and fear, or even on the contrary, and students choose to surrender, are apathetic, and don't care. For those included in the class of students who don't care, it's just routine school activities.

So, it is better if the process of preparing students for exams or assessments in any model and form can be done by conveying the criteria or indicators of

assessment achievement accompanied by several treatments to ensure mastery in an everyday situation. Based on the responses, 66.3% of students hoped that there would be one day of calm before any exam or test, 18% of students wished to be able to gather casually with their friends to just chat with each other, and 11% of students expected to have casual conversation with the teacher to discuss readiness test and giving encouragement and confidence. The rest hoped that there would be a welcoming tradition for celebrations before the exam to change the stigma of the exam so that it would be fun and much-awaited for the exam moment.

4. CONCLUSION

Tembang test is one form of test that is tried on students to realize a fun assessment but also shows the idealism of implementation and good results indicate that the preparation of the appraisal packaged in the practical exam shows the practicality of implementation and financing, in terms of reliability both students, examiners, implementation everything can be done well except for the reliability of the text items because *tembang* always uses the beauty of high language in Javanese which is not close to the daily life of students. The validity of this test is shown by the results that students can receive directly through a correction process based on the theory of song-builders. It is evident in the washback or feedback that it shows the strengths and weaknesses of students in making and developing *nembang macapat*. And the authenticity is established in selecting the topic of *tembang* close to the students even though the students are not used to using language.

The activities during the preparation for the *nembang macapat* exam were fun. This is indicated by the openness of the criteria that must be achieved, accompanied by exercises carried out by the students themselves outside of learning hours. There were also training activities with teachers outside of learning hours in a friendly and relaxed atmosphere.

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