



Analysis of the Quality of Assessment Questions of Standardized Regional Assessment (ASPD) of Junior High School Reading Literacy : A Review Based on Barret's Taxonomy Cognitive Levels

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Abstract: This study aims to analyze the quality of practice questions of Asesmen Standarisasi Penilaian Daerah (ASPD) Indonesian language junior high school in Bantul Regency, Yogyakarta in terms of the cognitive level of Barret's taxonomy. This research employed qualitative research. The data source of this research was the question document of Package A, which was adopted from MGMP Indonesian language junior high school in Bantul Regency. The theory used to analyze these questions was the theory of Barret's Taxonomy. The results of the analysis stated that there were 14 questions with literal comprehension taxonomy, 6 items included in reorganization comprehension, 6 implied comprehension, 1 question included in the evaluation comprehension category and 1 question included in evaluation comprehension. This research is expected to contribute to providing references to teachers, especially Indonesian language teachers in Bantul to develop questions, practice reading comprehension questions for students to improve the DIY ASPD program which will later lead to PISA with the hope of increasing the PISA scores and rankings of Indonesian students.

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Introduction

The current era is the main cause of the emergence of problems related to literacy, everything related to learner competencies is converted into literacy competencies. Literacy practices and culture have been developed with various strategies (Dewantara, Utama, & Wisudariani, 2019). Literacy is one of the needs that must be presented in life, one of the competencies of literacy is reading literacy (Nurgiyantoro, Lestyarini, & Rahayu, 2020). Reading literacy is more focused on the ability to understand information (Nurgiyantoro et al., 2020). This ability is closely related to activities such as (1) gathering information; (2) processing information; and (4) communicating information. Reading learning is the heart of education because, through reading learning, students are required to develop their understanding (Patiung, 2016).

The indicator of the importance of learning to read does not seem to be well implemented, this can be seen from the score of the *Program for International Student*



Assessment (PISA) which is still not in line with expectations (Yusmar & Fadilah, 2023). PISA measures the performance of students in three main areas, namely reading, math, and science. Based on the results of the PISA 2022 study released by the OECD, it shows that Indonesia still faces significant challenges in the field of education. The average score of Indonesian students decreased in reading literacy, the reading score was at 359 points from the OCED average score of 469, the 2022 PISA results show Indonesia is still ranked at the bottom 11 out of 81 countries (Safitri, Fitriyanah, & Nurillah, 2024) ; (Iswahyudi, Fais, Haq, & Priyananda, 2024) .

The PISA results are reinforced by data obtained from the *Human Development Report 2023* which states that Indonesian literacy is low (Hewi & Shaleh, 2020). The data states that Indonesia is below countries such as Vietnam (109), Thailand (74), Malaysia (58) and Brunei Darussalam (31). One of the problems that causes the low quality of Indonesian human resources is literacy or in this case reading literacy of Indonesian human resources, which is very low (Masfufah & Afriansyah, 2021). The literacy rate in Indonesia is said to be low, because it only reaches a score of 88%. This is very far, with the scores obtained by developed countries such as Japan, which reached 99% (Yoni, 2020).

The results of PISA in 2022 and the HDI analysis above, showed that the reading literacy skills of Indonesian students were low. In fact, as has been described reading is an important matter to do, get used to and develop (Suwartini & Fujiastuti, 2017). Reading-learning is at the heart of education and is the first step for students to understand other learning (Alpian & Yatri, 2022) ; (Suwartini, 2016). As a step in solving this problem, the Regulation of the Head of the DIY Education, Youth and Sports (Disdikpora) Office Number 0471 of 2021 concerning Standardized Operational Procedures for the Implementation of ASPD SMP / MTs initiated the implementation of the Regional Education Standardization Assessment (ASPD) (Pangesti & Yogyakarta, 2023) . Literacy tested in the ASPD consists of four literacy competencies, namely, Indonesian reading literacy, English reading literacy, Mathematics literacy and Science literacy (Puspa & Warniasih, 2023; Hikmah, Samhayatma, Hermawan, & Suwandi, 2023).

The implementation of ASPD in DIY is expected to be a way for students in terms of literacy. In addition, the implementation of ASPD in DIY is carried out as a bridge for students to take studies at the next level (Puspa & Warniasih, 2023). Therefore, the implementation of ASPD must be well supported and prepared, so that the expected indicators can be achieved. One of the things, which needs to be prepared to ensure the quality of the program is, the distribution of cognitive levels contained in the questions, so that it is known the quality of questions that can really measure the level of student literacy, through testing the quality of questions in learning evaluation (Nurgiyantoro et al., 2020 ; Suyata & Hermanto, 2020).

Learning evaluation is carried out by referring to the language learning objectives carried out. Especially in relation to students' reading comprehension literacy. Reading comprehension is a reading activity to train reasoning power, meaning that reading comprehension emphasizes critical thinking skills, not only understanding the explicit meaning but students are also required to understand the implied meaning in the text, which is read (Kholiq, 2020).

In terms of reading comprehension tests, there are Barrett & Smith grids (Nisa, Enawar, & Latifah, 2022). The grid is the development of Bloom's grid, specifically for reading comprehension which consists of (1) *Literal Comprehension (literal comprehension)* relates to the ability that students must have, understanding ideas, ideas, information in each



text read; (2) *Reorganization* (reorganization) assembles ideas, analyzes the text read; (3) *Inferential Comprehension* (implicit understanding) requires learners to think critically and creatively, to draw conclusions from each reading material read; (4) *Evaluation* (evaluation) the ability that requires learners to correct, provide suggestions, provide an evaluation of each reading material tested; and (5) *Appreciation* (appreciation) the ability that requires learners to appreciate a character, biography and so on. From these opinions, Barret's reading comprehension test grids focus on literal comprehension, reorganization, inferential comprehension, evaluation and appreciation (Baharuddin, Hanafi, Aswadi, & Kasman, 2021; Nisa et al., 2022).

PISA model reading comprehension questions tend to refer to the taxonomy (Alnvgada & Suyata, 2019). Therefore, the reading comprehension test questions tested to students, need to be tested for the level of distribution of cognitive levels that refer to these skills. In line with this, this study aims to conduct an analysis, regarding the distribution of cognitive levels in accordance with Barret on ASPD reading literacy practice questions, junior high school students in Bantul Regency, so that the distribution of Barret's Taxonomy cognitive levels is known, in ASPD practice questions for junior high school students, reading literacy in Bantul Regency which of course will add to the horizons for students, teachers, academics in terms of the quality of reading comprehension tests for junior high school students, especially in Bantul Regency.

In this regard, there are several relevant and previous studies conducted on the distribution of cognitive levels in reading comprehension tests for junior high school students. The research is as follows (Anggraini & Suyata, 2014 ; Nisa et al., 2022 Wicaksana & Basuki, 2019 ; Baharuddin et al., 2021 ; Nanda Pratiwiningtyas, Susilaningih, & Made Sudana, 2017). Overall, these studies have produced findings related to the study of Barret's taxonomy on the PISA model reading comprehension test. These studies became the backbone and contributed to the theory, study, data analysis, and how to conclude. Some things that have not been raised in these studies become the novelty of this research. The *novelty* lies in the study of Barret's Taxonomy which analyzes the ASPD reading literacy practice questions of junior high school students in Bantul Regency. This research is expected to contribute to provide references to teachers, especially Indonesian language teachers in Bantul to develop questions, reading comprehension exercises for students to improve the DIY ASPD program which will later lead to PISA with the hope of increasing the PISA scores and rankings of Indonesian students.

Research Method

This research used a descriptive method with a qualitative approach (Sugiyono, 2016). Qualitative research in this study aims to explain the results of the analysis of the distribution of cognitive levels, contained in the ASPD reading literacy practice questions, for junior high school students in Bantul Regency in 2023. The data source in this study was the ASPD reading literacy practice questions for junior high school students in Bantul Regency, which were made by the Junior High School Indonesian Language Teacher Consultative Meeting (MGMP), Bantul Regency, Yogyakarta Special Region Province. There was 1 package of questions analyzed, the package is package A, which was adopted directly from MGMP Indonesian Language, Junior High School, Bantul Regency. The theory used to analyze these questions, is Barret's Taxonomy theory (Hariyana, Setyowati, 2024).

The steps of this research are as follows; (1) adopting the questions from MGMP Bahasa Indonesia. SMP, Bantul Regency; (2) reading and understanding the questions



carefully; (3) marking the questions according to Barret's taxonomy; (4) conducting a study by comparing the results of the research, with theories or expert opinions that have been presented in relevant journals; (5) concluding and reflecting on the results of the study.

Results and Discussion

The results of the research on the quality analysis of ASPD questions on reading literacy of junior high school students in Bantul Regency can be explained as follows.

Results of Cognitive Level Scatter Analysis

Table 1. Results of Cognitive Level Distribution

No.	Cognitive Level	Question Number	Total
1	Literal understanding	1,2,3,4,8,10,11,12,22,23,24,27,28,30	14
2	Reorganization	6,13,14,15,19,21	6
3	Implied Understanding	9,16,17,20,25,26	6
4	Evaluation	7, 18	2
5	Appreciation	5, 29	2

Based on the results of the study, it can be seen that from 1 package of questions analyzed, 14 items were found, namely item numbers 1,2,3,4,8,10,11,12,22, 23,24,27,28 and 30 were included in the category of literal understanding, 6 items namely item numbers 6,13,14,15,19 and 21 are included in the reorganization category, 6 items, namely items number 9, 16, 17, 20, 25 and 26 fall into the implied understanding category, 2 questions, namely numbers 7 and 18 fall into the evaluation category and finally 2 items, namely numbers 5 and 29 fall into the appreciation category. Based on these results from 40 questions analyzed, the dominant cognitive level that appears in package A of ASPD questions on Indonesian reading literacy made by MGMP, SMP, Bantul Indonesian Language is the category of literal understanding.

Discussion of the Quality of ASPD Reading Literacy Questions for Junior High School Students in Bantul Regency: Barret's Taxonomy

Literal Comprehension

Here is an example of a question that leads to a literal level of understanding, according to Barret's Taxonomy.

SOAL TO 2 DIKPORA BANTUL 2023-2024
PAKET A

1. Bacalah teks berikut dengan saksama!

Indonesia dikenal memiliki ragam budaya dan tradisi khas yang turun-temurun yaitu budaya gotong royong. Gotong royong menjadi salah satu tradisi yang sudah ada sejak dulu. Istilah Gotong royong memiliki arti dalam bahasa Jawa yakni kata "gotong" artinya pikul atau angkat dan kata "royong" artinya bersama-sama. Gotong royong memiliki arti luas mengerjakan sesuatu secara bersama-sama. Budaya bergotong royong juga merupakan dasar intisari dalam ideologi negara kita yakni Pancasila, meski tidak tercantum secara eksplisit. Dengan kebersamaan tradisi ini juga, persatuan Indonesia akan selalu terjaga.

Ide pokok paragraf tersebut adalah ...

A. tradisi khas Indonesia
 B. budaya eksplisit dari Pancasila
 C. tradisi penjaga persatuan Indonesia
 D. makna gotong royong adalah bekerja sama

Figure 1. Example of a Literal Comprehension Problem

The question contained information related to the Indonesian tradition of Gotong Royong culture. Literal understanding in this question was seen, when this question directed students to read carefully, and then asked students to answer questions that lead to information on the

main idea of the reading. The statement and results of the analysis were in accordance with the opinion of (Hidayah & Hermansyah, 2016) which states that literal understanding is the ability to find information in the text read. Indicators of literal comprehension lead to students' proficiency in reading and finding ideas from the text read. The following is an example of a problem, which leads to the level of literal understanding.

Reorganization

Here is an example of a problem that leads to reorganization ability in Barret's Taxonomy.

6. Bacalah cerita fantasi berikut!

"Kau bukan penduduk asli Kota Quantum?" tanya penyihir itu dengan suara serak. Alex terkejut, tapi dia segera menyadari bahwa penyihir itu mungkin adalah satu-satunya harapan baginya untuk kembali ke dunia asalnya.

"Tidak, aku teresat di sini. Tolong bantu aku," jawab Alex dengan cemas.

"Aku dapat membantumu, tetapi kau harus berjanji akan membantu kami melawan makhluk jahat yang mengancam kota ini," kata Aria dengan suara tegas. Alex mengangguk.

"Aku akan melakukan apa pun. Bagaimana kita bisa mengalahkan mereka?"

"Kita harus pergi ke Markas Terlarang. Di sana, kita bisa menemukan buku ajaib yang memberikan petunjuk tentang bagaimana menghentikan kekuatan jahat ini," kata Aria sambil menggerakkan tongkatnya untuk menciptakan portal. Keduanya melangkah ke dalam portal yang menyala terang, dan mereka tiba di sebuah gua gelap yang dipenuhi dengan ramalan kuno.

"Aku akan mencari buku itu. Kau harus mengawasi jalan ke luar," kata Aria seraya memutar halaman-halaman buku tua dengan hati-hati. Sementara itu, Alex memeriksa sekeliling gua dengan waspada, memastikan bahwa tidak ada ancaman yang mendekat.

"Aku merasakan kehadiran mereka," kata Alex dengan suara bergetar.

"Ayo pergi sekarang!" seru Aria sambil menyimpan buku ajaib itu di dalam jubahnya. Mereka berdua melarikan diri dari gua itu sambil dikejar oleh bayangan-bayangan gelap yang terus memburu mereka.

Alasan tokoh Alex tetap menjawab suara Aria yang mengagetkan dirinya adalah ...

A. Alex takut kepada kesaktian penyihir Aria.
B. Alex ingin menepati tujuannya mencari buku ajaib.
C. Aria merupakan penyihir yang menguasai daerah Quantum.
D. Aria menjadi satu-satunya orang yang bisa membantu Alex.

Figure 2. Reorganization Problem Example

Problem number 6 requires students to carefully read the text and then determine why a character behaves in a certain way towards another character. This, of course, requires understanding up to synthesizing the reading. Students are required to analyze the reasons for the characters in the text. This is in line with the opinion of (Munaf, 2020) and (Khotimah, Widagdo, & Sutaryono, 2016) is a skill that includes; (1) summarizing the content of reading; (2) consolidating explicit information in reading; (3) assembling text ideas; and (4) categorizing behavior in reading. In analyzing text reorganization, students can understand the information deeply through the process of analysis and synthesis, not just knowing the content of the reading. The critical thinking process is highly demanded through this reorganization. Reorganizing presses students to be able to paraphrase a reading passage in the form of a summary or synthesis. This of course requires students' accuracy in language and literature.

Implied Understanding

Here is an example of a problem that leads to inferential understanding.



Simpulan teks infografik tersebut adalah ...

- A. Orang Indonesia semakin paham internet dari tahun ke tahun.
B. Perkembangan internet dari tahun ke tahun semakin berkembang.
C. Pemahaman internet orang Indonesia bervariasi dari tahun ke tahun.
D. Dari waktu ke waktu pemahaman internet bangsa Indonesia semakin turun.

Figure 3. Example of Infringential Comprehension Problem

Based on question number 9, it can be seen that students are asked to conclude, infographics that contain an ifographic entitled "Indonesians are Increasingly Internet Literate." From the



conclusion indicator, it is clear that this question leads to the ability of inferential understanding. This is in accordance with the opinion that inferential understanding refers to the ability of students to infer a reading (Baharuddin et al., 2021). The process of inferring in this case, collaborates between students' critical and creative minds through imagination. This activity includes making conclusions, reading reasoning and interpreting figurative language.

Evaluation

Here is an example of a problem related to the ability to evaluate

7. Perhatikan urutan cerita acak berikut!

1. Sumirah, Kepala Desa Wukirsari, memberanikan diri mengintip ke arah jendela. Ia sangat kaget. Ternyata ada bayang seorang anak di dalamnya.
2. Para lelaki mulai mengambil alat pemecah kaca untuk menyelamatkan anak yang terjebak di dalam mobil itu.
3. Sudah sejak pagi mobil itu terlihat berhenti di supermarket tengah desa itu.
4. Sumirah pun mengabarkan apa yang dilihatnya kepada warga di sekitar supermarket itu.
5. Entah apa yang terjadi. Semakin lama semakin banyak orang berkerumun. Mereka mulai curiga.

Urutan yang tepat dari cerita acak tersebut adalah ...

- A. 3, 5, 1, 4, 2
- B. 5, 3, 1, 4, 5
- C. 5, 3, 5, 4, 1
- D. 4, 3, 5, 2, 1

Figure 4. Example of Evaluation Category Questions

Evaluation is the ability that requires learners to improve, provide suggestions, provide an evaluation of any reading material tested. The stage of evaluating the text was carried out by students when students assessed the readings contained in the text. It contains quality, usefulness of ideas, thoroughness (Nisa et al., 2022) . In addition, evaluation leads to the process of comparing facts in a text that is read. Based on the question, it can be seen that students are asked to evaluate by compiling the text appropriately. Understanding text evaluation in this case is needed, so that the text is in line with its structure.

Appreciation

Here is an example of a problem that falls under appreciation

5. Bacalah teks berikut ini!

Bintang Jatuh

Aiden, berdiri di tengah hutan yang penuh dengan keajaiban, bersama dengan malaikat yang terjatuh, Seraphiel.

"Apa yang sebenarnya mereka cari di dunia ini?" tanya Aiden pada Seraphiel. Seraphiel menatap jauh ke cakrawala, mata birunya berkilauan di bawah sinar rembulan.

"Mereka ingin menyerap kekuatan bintang jatuh untuk menciptakan senjata yang dapat menghancurkan semua makhluk di dunia ini," jawabnya dengan suara serak.

"Aku tidak akan membiarkan mereka melakukannya. Kita harus mempersatukan kekuatan kita untuk melawan mereka," kata Aiden sambil menarik panah dari busurnya. Seraphiel tersenyum. Suapnya yang lembut berkilauan di bawah sinar bulan.

"Kekuatanmu adalah anugerah. Kita harus memanfaatkannya sebaik mungkin," ujarnya. Mereka berdua bersiap untuk pertempuran, menunggui bayangan gelap yang terus mendekati dari balik pepohonan.

"Mereka tidak akan mengalahkan kita. Bersama-sama, kita memiliki kekuatan untuk melindungi dunia ini dari kehancuran," kata Aiden sambil menatap Seraphiel. Seraphiel mengangguk seraya mengagali pedangnya yang berkilauan.

"Kita harus menyatakan kekuatan kita. Cahaya akan selalu mengalahkan kegelapan," ajarnya dengan suara lantang, memancarkan aura yang memenuhi sekitarnya. Mereka berdua berlari ke arah bayangan gelap yang semakin mendekati, siap untuk melindungi dunia baru yang tercipta oleh bintang jatuh itu dari ancaman kekuatan gelap.

Aiden dan Seraphiel harus menyatakan kekuatan untuk ...

1. Bersama-sama melindungi dunia dari kehancuran.
2. Melindungi dunia baru dari ancaman bayangan gelap.
3. Melindungi dunia baru yang tercipta dari bintang jatuh.
4. Menciptakan dunia baru yang mereka inginkan.

- A. 1 dan 2
- B. 1 dan 3
- C. 2 dan 3
- D. 3 dan 4

Figure 5. Example of an Appreciation Question

Based on question number 5, it can be seen that students are asked to respond to why the characters Aiden and Seraphiel must unite forces with their choices; 1. Together protect the world from destruction. 2. Protecting the new world from the threat of dark shadows. 3. Protecting the new world created by the shooting star. 4. Create the new world they want. It is clear that the question demands a psychological student response to the behavior of the character. This is in line with the expression which states that *appreciation* is an ability that requires students to appreciate a character, biography and so on. The emotional sensitivity of students is needed in this ability (Munaf, 2020) responding emotionally and sensitivity to reading is very demanding for students in this taxonomy.



Review of Question Quality Analysis Results

The questions that have been analyzed as a whole have met the standards of Barret's cognitive level in reading comprehension. Some questions have met the standard reading comprehension criteria that must be understood by students. Such understanding such as literal understanding, organizing understanding, implied understanding, evaluating understanding and appreciating understanding (Baharuddin et al., 2021). Some understanding that leads to the critical level is presented by the teacher through the text created. The use of diction, phrases, clauses to sentences in the question becomes the point that is aimed at giving students an exception item.

Student understanding, accuracy in reading is the key to working on the questions that have been presented. Reading material innovation has also been carried out by the teacher as a question maker. This innovation will certainly attract students' interest in reading the text (Wicaksana & Basuki, 2019). The use of infographics in one of the taxonomy items trains students to be literate in everyday life. When viewed from the portion of the use of cognitive levels, there are still many questions that lead to literal understanding. The level of junior high school at the intermediate level is the reason why teachers tend to increase the types of questions that lead to the taxonomy of literal understanding. The use of text, fonts and language styles used in the questions can be said to be appropriate and easy to understand. The results of the analysis state that the questions presented have met the standards that lead to students' reading interest. This research is expected to contribute to provide references to teachers, especially Indonesian language teachers in Bantul to develop questions, practice reading comprehension questions for students to improve the DIY ASPD program which will lead to PISA with the hope of increasing the PISA scores and rankings of Indonesian students.

Conclusion

The conclusions of this study are the 40 questions analyzed, the dominant cognitive level that appears in package A of ASPD questions of Indonesian reading literacy made by MGMP, SMP, Indonesian Language Bantul is the category of literal comprehension. Next, the Indonesian ASPD questions studied as a whole have covered Barret's Taxonomy in reading comprehension, so it can be known together that the questions made by teachers are in accordance with Barret's reading comprehension criteria. From this, Indonesian language teachers, especially in junior high schools in Bantul Regency are expected to develop ASPD practice questions for students and make the questions that have been made by MGMP Indonesian Language, Bantul Junior High School as a reference in making questions. In relation to the evaluation of MGMP teachers, it is expected to present a variety of questions with a harmonious composition, so that the five taxonomies proposed by Barret can be evenly distributed in the questions tested.

Recommendation

The recommendations given through this research are that teachers in making questions are expected to be able to refer to Barret's taxonomy in full, so that the questions developed really measure the level of students' reading comprehension. Future research is expected to analyze this ASPD question using other taxonomies, so that references to question development for students, especially reading literacy at the junior high school level, can be developed thoroughly.



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