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## Analysis and Reconstruction of Diagnostic Assessment of Negotiating Text Materials in Indonesian Language Teaching Modules Class X SMA/SMK

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*assessment, diagnostics, teaching modules*

### ABSTRACT

Diagnostic assessment aims to identify students' competencies, weaknesses, and strengths. The results are used by educators as a reference in planning learning according to the learning needs of students. The adequacy of the diagnostic assessment was assessed through analytical activities. This study aims to determine the effectiveness of the diagnostic assessment prepared by educators in three teaching modules, namely the negotiating text teaching module for SMA Negeri 4 Palembang, SMA Negeri 2 Ungaran, and SMA Negeri 1 Bae Kudus. The research method used in this research is the descriptive method. This study uses the data analysis technique of the Miles and Huberman model, which includes data reduction, data presentation, and conclusion. The analysis results include component analysis of the suitability of learning objectives, learning content, and cognitive level. Furthermore, it shows that two of the three teaching modules are compatible with the objectives and learning content. The questions for the diagnostic text in the three teaching modules still apply the Low Order Thinking Skills (LOTS) level. Diagnostic assessment discrepancies in the teaching modules are then reconstructed so that the assessment has good criteria.

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### Introduction

Educational achievement needs to be known by implementing learning evaluations. In the Law of the Republic of Indonesia Number 20 of 2003 CHAPTER I Article 1 concerning the National Education System, it states that educational evaluation is an activity that is held as a form of accountability for the running of the educational process in ways that are oriented towards controlling to determining the quality of education. Evaluation of learning is carried out as a determinant of the achievement of learning objectives formulated in each educational institution. The results of the implementation of the evaluation become material for consideration for improving the implementation of further learning by increasing the quality of other educational components. Supriyadi (2013, p. 4) argues that with learning evaluation, teachers are able to get definite information related to mastery of the material to

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students, able to get information related to whether students have good language skills, to get information related to the success of the learning process that has been implemented, and able to plan the next education policy with proper consideration. Sudijono (2020, p. 7) argues that learning evaluation aims to see the level of development, assist the smooth preparation of plans, and improve or refine the learning components.

Learning evaluation is an activity that includes measurement and assessment (Arikunto, p. 2013). Measurement is a process that involves making a judgment about something, such as a score or characteristic, based on an underlying law or rule. Measurement ( *measurement* ) is quantitative. At the same time, the assessment is making a decision on something with good or bad size. This assessment is qualitative (Asrul et al, 2014 p. 3). Assessment is also described as a process of collecting information and distributing it to improve the standard of learning outcomes in learning. The assessment process focuses on the need for educators to determine students' learning outcomes and see how far the material being taught has reached the goal of competence. These competencies' achievement level is manifested in the form of values.

Assessment of learning outcomes carried out by educators is a collection of information related to student learning outcomes in the aspects of attitudes, knowledge, and skills that are carried out in a planned and systematic manner. One of the forms of assessment carried out by educators is diagnostic assessment. Diagnostic assessment is an assessment activity carried out to find out the weaknesses of students and to find out the causes of these weaknesses (Widoyoko, 2020, p. 34). Knowing the causes of these weaknesses will make it easier to find ways to overcome them. Purwanto (2020, p. 31) argues that a diagnostic assessment is carried out to determine learning difficulties that often arise. The diagnostic assessment results provide information regarding material or competencies that are not yet understood. Diagnostic tests contain material that students find difficult. Aldeson (2015, p. 11) describes the characteristics of the diagnostic assessment, namely to categorize indicators that students have and have not mastered. The results of the diagnostic assessment can be used as a guide for educators to re-teach indicators that have not been mastered, the results of the diagnostic assessment can be followed up directly, students can immediately know the results of the diagnostic assessment, and the questions in the diagnostic assessment can measure the competence of students in depth.

In the Law of the Republic of Indonesia Number 20 of 2003 CHAPTER XI Article 39 concerning the National Education System it is stated that one of the tasks of educators is to plan and implement learning, then assess learning outcomes. Educators plan to learn that is developed in the form of teaching modules to be used as a guide in implementing learning. Assessment has specific terminology to describe the activities carried out by the teacher to obtain information about the knowledge, skills and attitudes of students (Firmanzah, 2021, p. 166). The learning components formulated by teaching materials include education tools, learning models and syntax, and planning or learning assessments. The developed assessment includes formative, summative, and diagnostic assessments. In preparing assessments or assessments, educators should pay attention to the principles of assessment or assessment because the results of these assessments become a consideration in improving the quality of learning.

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Based on the results of observations and literature studies, it was found that the problem was that educators paid little attention to planning the diagnostic assessment formulated in the teaching modules. Diagnostic assessment needs to be designed and carried out as part of the assessment to detect student weaknesses in certain materials. The initial assessment of learning really needs to be done to identify the learning needs of students and the results are used to design learning with the stages of student achievement (Sugiarto, 2023, p. 76). The results of the diagnostic evaluation are used as information on the weaknesses of students and are used as material for improving the learning and teaching process so that students achieve minimum mastery. Thus, diagnostic assessment must be appropriately integrated into learning and teaching activities. In order to find out the effectiveness of the diagnostic assessment prepared by educators in teaching modules, research was carried out on the analysis and reconstruction of diagnostic assessment instruments for three teaching modules, namely the negotiating text teaching module at SMA Negeri 4 Palembang, SMA Negeri 2 Ungaran, and SMA Negeri 1 Bae Kudus. The research results are used as an evaluation and input for educators to pay attention to planning diagnostic assessments in classroom learning.

### **Theoretical Review**

#### **Teaching Module**

Educators develop teaching tools called teaching modules to be used as a guide in implementing learning. Syahria et al (2022: 50) define the meaning of teaching modules in the Independent Curriculum as a number of media tools, methods, instructions, and guidelines that are designed systematically, attractively, and according to the needs of students. Opinions regarding teaching modules were also conveyed by Nurdyansyah (2018) that teaching modules are learning tools or learning designs based on the applied curriculum to achieve predetermined competency standards. The Independent Curriculum Learning and Assessment Guide explains that educators can use strategies to develop teaching modules as long as the teaching modules meet predetermined criteria and the learning activities in the teaching modules are in accordance with the principles of learning and assessment. Based on these experts, it can be concluded that the teaching module is a set of guidelines developed as a guide to the implementation of learning, including facilities, learning strategies, steps or syntax, and systematic assessment of learning outcomes tailored to the abilities or needs of students. The teaching module implements the Learning Objectives Flow (ATP) developed from Learning Outcomes (CP) with the Pancasila Student Profile as the target.

#### **Learning Assessment**

According to Purwanto (2020, p. 3) assessment is an activity carried out to obtain information or data in a structured and systematic manner. The data results are used as the basis for making a decision. Determination activities are deliberately planned activities, making the evaluation a structured activity. Assessment activities are needed as information that is used as an effort to achieve the teaching objectives that have been formulated previously. Learning assessment is carried out as research in the context of collecting and obtaining information which is a benchmark for the level of success of students in achieving academic goals and measuring or assessing the effectiveness of the teaching experience that

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educators have applied. Sukowati and Fajriati (2021, p. 1) define learning assessment as a series of educational activities in collecting data. It is used to determine value, whether a lesson has been going according to goals and plans so that in the future learning process it is possible to have revisions or improvements.

Based on the definition of experts related to learning evaluation, it can be concluded that learning assessment is a series of data collection implementations to obtain information on student learning outcomes as a basis for making decisions based on specific criteria. Through learning evaluation and assessment activities mainly carried out by educators, information will be obtained on the results of ongoing teaching and learning activities which can later be used as considerations to improve education to achieve learning or educational goals.

Widyoko (2010, p. 33) describes the functions of learning assessment as follows: 1) the basis for conducting selection or as a basis for making decisions about acceptance or rejection in a selection process, 2) the basis for placing student study groups based on student learning outcomes 3) in terms of diagnosis the teacher can use the assessment to inform students about strengths, weaknesses, and difficulties so that it is easier to seek improvement efforts, 4) feedback for everyone who carries out the test as well as for teachers who are actively trying to impart knowledge to students, 5) growing motivation to learn and teach means that the results of the assessment will motivate students' learning and will become mentors for students to learn, and 6) improvement of curricula and educational programs.

Arifin (2017, p. 34) divides the types of assessment of learning outcomes into four types, namely formative assessment, summative assessment, placement assessment, and diagnostic assessment. The four types of assessment of learning outcomes are described as follows.

a. *Formative Assessment (Formative Assessment)*

Formative assessment is carried out to obtain information on the development or progress of student learning and to find out weaknesses in programs that require improvement to improve learning programs so that future education continuity will increase.

b. *Summative Assessment ( Summative Assessment )*

Summative assessment is carried out when all subject matter has been taught in learning activities. Summative assessment aims to determine the value in the form of numbers according to the learning outcomes of students which are then used as the result of the value in the Learning Outcomes Report (LHB). The results of the summative assessment are intended to improve the overall learning process.

c. *Placement Assessment*

Placement assessment is used as a pretest that provides information related to students' basic abilities to determine eligibility to take part in a learning program with a minimum mastery of a certain unit of material. The main purpose of placement assessment is to see the readiness of students to face new learning programs and the suitability of learning programs with students' abilities.

d. *Diagnostic Assessment (Diagnostic Assessment)*

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Diagnostic assessments are carried out to obtain information regarding barriers to learning that refer to the results of formative assessments that have been previously obtained. Diagnostic assessment is focused on questions that are still considered to have difficulties. Diagnostic assessment is carried out before the lesson takes place to find out the knowledge or skills mastered by students at the beginning of learning.

### **Diagnostic Assessment**

Diagnostic assessment aims to identify students' competencies, weaknesses, and strengths. The results are used by educators as a reference in planning learning according to the learning needs of students. Educators can carry out diagnostic assessments as needed, for example at the beginning of the school year, at the beginning of the scope of material, and before compiling independent teaching modules. The diagnostic assessment has the following characteristics (Ministry of National Education, 2007, p. 3).

- a. Designed to detect learning difficulties of students,
- b. Developed based on an analysis of the sources of errors or difficulties in student material,
- c. Using questions in the form of *supply responses* (forms of descriptions or short answers),
- d. Accompanied by a follow-up plan according to the difficulties identified.

In the Independent Curriculum Learning and Assessment Guide, the stages of the diagnostic assessment are as follows.

- a. Analyzing reports on student learning outcomes in the previous year.
- b. Identify the competencies to be taught.
- c. Develop assessment instruments to measure student competence. Assessment instruments that can be used include: written/oral tests, and/or skills, as well as observation.
- d. If necessary, dig up student information in aspects: family background, motivation, interests, learning facilities and infrastructure, as well as other aspects as needed.
- e. Implementation of assessment and processing of results.
- f. The results of the diagnosis become data/information for planning learning according to students' stages of achievement and characteristics.

Types of diagnostic assessment are divided into two, namely cognitive diagnostics and non-cognitive diagnostics. The explanation of the type of assessment is as follows.

- a. **Cognitive Diagnostic Assessment**

Cognitive diagnostic assessment aims to diagnose students' basic abilities in a subject topic. Cognitive diagnostic assessments can be carried out routinely called periodic cognitive diagnostic assessments, at the beginning of learning, after the teacher has finished explaining and discussing the topic, and at other times. Diagnostic assessment aims to identify student competency achievements, adapt classroom learning to the average student competence, and provide remedial classes or additional lessons to students with below-average competence. The stages of carrying out a cognitive diagnostic assessment include the preparation, implementation, and diagnosis or follow-up stages. Diagnostic assessment is carried out in the form of written tests at the beginning of the year, oral tests before learning, pre-tests, perception questions, quizzes, appropriate material questions, and questions at the previous level (Kurniati, 2023, p. 2689).

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## b. Non-Cognitive Assessment

Non-cognitive diagnostic assessment at the beginning of learning which aims to determine the psychological and social-emotional well-being of students, determine activities during learning outside of school, determine the condition of the students' families, determine the social background of students, and determine learning styles, the characteristics of students' interests . The stages of carrying out a cognitive diagnostic assessment include the preparation, implementation, and diagnosis stages.

## Research Methods

This type of research uses a qualitative descriptive analysis. This type of qualitative research is a way of research that focuses more on analysis or descriptive. In connection with the opinion expressed by Zaluchu (2020), qualitative research is an investigation to find and understand a central phenomenon. The research method used in this research is descriptive method. According to Yusuf (2007: 56) the descriptive method is to describe a problem with words, language, pictures; how it is according to certain situations or events. This research was conducted in three schools that already used the independent curriculum. The three schools include SMA 1 Bae Kudus, SMA N 4 Palembang, and SMA 2 Ungaran. The main subjects in this study were class X high school students in negotiating text material.

This research uses the Miles and Huberman model of data analysis techniques, namely data reduction, data presentation, and drawing conclusions (Rijali, 2018). Analyzing the data carried out in this study, namely when collecting data. So that the data can be concluded then the data is selected in a certain category, namely the implementation of the diagnostic assessment in the class X SMA teaching module. The data reduction results are processed in such a way as to show the points as a whole, namely by looking at the implementation of the diagnostic assessment in the X class SMA teaching module.

## Findings and Discussion

### A. Position of Diagnostic Assessment in Teaching Modules

Diagnostic assessments are carried out to detect student weaknesses and also as a preparatory step for further learning. Diagnostic assessment also plays a role in knowing the characteristics of students at the beginning of learning because the heterogeneity of student learning styles is very high (Rakhmi, 2023, P. 117). The diagnostic assessment designed in the teaching modules for SMA Negeri 2 Ungaran, SMA Negeri 1 Bae Kudus, and SMA Negeri 4 Palembang is at the beginning of the teaching module. Diagnostic assessment is carried out before the teacher delivers the learning material as a whole. Diagnostic assessment is carried out at the beginning of learning as an effort to assess students' initial abilities so that the teacher can determine the follow-up learning according to students' abilities. The position of the diagnostic assessment as an assessment of students' initial abilities must be adjusted to the learning objectives. The competency of the material content that is the target of this diagnostic assessment analysis is in the form of negotiating text material competency for class X at the SMA/SMK/MA level.

Table 1 presents the results of the analysis of the suitability of the diagnostic assessment with the learning objectives in the three teaching modules of the class X negotiating text.

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Based on table 1, two of the three teaching modules have a position that is in accordance with the formulated learning objectives. The two teaching modules are the negotiating text teaching module for SMA Negeri 4 Palembang and SMA Negeri 2 Ungaran. The form of suitability can be seen from the diagnostic assessment instrument in the form of trigger questions with learning objectives.

**Table 1** Suitability analysis of diagnostic assessment

Teaching Module	Learning objectives	Suitability Analysis
Teaching Module (1) SMA Negeri 2 Ungaran	<ol style="list-style-type: none"> <li>1. Understand the definition and characteristics of negotiating text</li> <li>2. Listen to negotiating texts accurately, critically, and reflectively</li> <li>3. Understanding the structure of negotiating text</li> <li>4. Assess information and compare the contents of descriptive text and negotiating text accurately</li> <li>5. Find information on supporting sources</li> <li>6. Understanding linguistic elements in negotiating text</li> </ol>	The diagnostic assessment on the negotiating text teaching module of SMA Negeri 2 Ungaran is in accordance with the formulated learning objectives.
Teaching Module (2) SMA Negeri 1 Bae Kudus	<ol style="list-style-type: none"> <li>1. Assessing problems, how to submit proposals, offers, reaching agreements in negotiations</li> <li>2. Disclose the way of submission in negotiations.</li> <li>3. Disclose how bids are negotiated.</li> <li>4. Disclose ways of reaching agreement in negotiations.</li> <li>5. Give feedback on the results of the work of friends or other groups verbally in the form of weaknesses and strengths seen from the clarity of content and sentences.</li> </ol>	The diagnostic assessment on the negotiating text teaching module of SMA Negeri 2 Ungaran does not follow the formulated learning objectives.
Teaching Module (3) SMA Negeri 4 Palembang	Understanding, listening, assessing, comparing, and finding information on supporting sources from negotiating texts accurately, critically, and reflectively	The diagnostic assessment on the negotiating text teaching module of SMA Negeri 2 Ungaran is in accordance with the formulated learning objectives.

The purpose of learning negotiating texts for class X at SMA/SMK/MA, in general, is that students can understand the nature, characteristics, and benefits of dealing texts in everyday life. In the teaching modules for SMA Negeri 4 Palembang and SMA Negeri 2 Ungaran, the trigger questions formulated are oriented towards questions that direct students' specific knowledge of negotiating text material in the form of basic concepts and the nature of negotiating texts. Whereas in the Bae Kudus 1 Public High School teaching module, the triggering questions formulated do not refer to the idea and nature of the negotiating text material, meaning that the questions do not require critical answers from students. The

diagnostic assessment at SMA Negeri 1 Bae Kudus needs to be reconstructed to fit the learning objectives formulated in the teaching module.

## B. Forms of Diagnostic Assessment in Teaching Modules

The type of diagnostic assessment contained in the three teaching modules analyzed is a cognitive diagnostic assessment. Cognitive assessment is carried out to identify student competence achievements by adjusting class learning with average competence (Laulita, 2022. P. 4). Diagnostic assessment is designed in the form of questions in the form of descriptions and the answers require critical thinking and expressions of opinion from students. The forms of questions or diagnostic assessments presented in the three teaching modules are all in the form of descriptions with each teaching module totaling three starting questions. The triggering questions presented in the negotiating text teaching module at SMA Negeri 2 Ungaran and SMA Negeri 4 Palembang are in the form of the concept of initial knowledge of the nature of negotiating texts, including understanding, characteristics, and things that need to be considered in negotiating. These questions are used to detect students' initial understanding of the material to be comprehensively taught about negotiating texts to students. Educators can take action from these assessments such as implementing or implementing negotiating text learning which involves innovative learning models and media to strengthen further students' understanding of the substance of the material being taught. The trigger questions presented in the negotiating text teaching module at SMA Negeri 1 Bae Kudus are subjective questions that involve subjective student answers based on personal experience. This question does not refer to the benchmarks for assessing students' ability to negotiate text. The form of these questions is in the form of questions about the experience of students related to bargaining, where the bidding is carried out, and success in bargaining. The form of the question does not direct students to think critically and scientifically.

## C. Cognitive Level of Cognitive Assessment in Teaching Modules

An analysis of the cognitive level of Anderson's revised Bloom's Taxonomy on diagnostic assessment of the negotiating text teaching modules of SMA Negeri 2 Ungaran, SMA Negeri 1 Bae Kudus, and SMA Negeri 4 Palembang is as follows.

**Table 2** Cognitive level in teaching modules

Teaching Module	Question Form	Cognitive Level
Teaching Module (1) SMA Negeri 2 Ungaran	1. What do you know about negotiating text?	C2 (understanding)
	2. What are the things to consider in negotiating?	C2 (understanding)
	3. What are the characteristics or characteristics of negotiating text?	C2 (understanding)
Teaching Module (2) SMA Negeri 1 Bae Kudus	1. Have you ever made a bargain?	C1 (remember)
	2. Where do you carry out the bidding process?	C1 (remember)



	3.	Did you manage to reach an agreement in the bidding process?	C1 (remember)
Teaching Module (3) SMA Negeri 4 Palembang	1.	What do you know about negotiating text?	C2 (understanding)
	2.	What are the benefits that you get after reading the negotiating text?	C4 (analyze)
	3.	What are the features or characteristics of negotiating text?	C2 (understanding)

Based on the results of the cognitive level analysis on the diagnostic questions contained in the three teaching modules, it can be concluded that the questions use the C1 (remembering), C2 (understanding), and C4 (analyzing) levels. The dimensions of the level of remembering include recognizing and recalling, the dimensions of the level of understanding include interpreting, giving examples, classifying, summarizing, and explaining, and the dimensions of analyzing include identifying, organizing, finding implied messages (Syarifah dalam Himawan, 2023, P 91). The questions for the diagnostic text in the three teaching modules still all apply the *Low Order Thinking Skills* (LOTS) level.

#### D. Reconstruction of Diagnostic Assessment in Teaching Modules

Reconstruction of the diagnostic assessment includes suitability with learning objectives, suitability with content or learning materials, and orientation of the cognitive domain in the HOTS (High Order Thinking) category skills). Reconstruction of the diagnostic assessment of the lack of these components is described in table 3.

**Table 3** Reconstruction of components in conformance of learning objectives and content

Teaching Module	Question Form	Question Reconstruction
Bae Kudus Public High School 1	1. Have you ever made a bargain?	1. Negotiation is related to bargaining events. What is the relationship of negotiation in bargaining activities?
	2. Where do you carry out the bidding process?	2. Describe the executors of bargaining that you encounter in everyday life
	3. Did you manage to reach an agreement in the bidding process?	3. How is the agreement created from the negotiation process?

Note: Trigger questions in the negotiating text diagnostic assessment of SMA Negeri 1 bae Kudus were reconstructed to suit the formulated learning objectives, namely understanding the nature, concepts, and bargaining practices in everyday life.

**Table 3** Cognitive Level Component Reconstruction

Teaching Module	Question Reconstruction	Cognitive Level
Teaching Module (1) SMA Negeri 2 Ungaran	1. Recall the bargaining process that occurs in the social environment. Explain the meaning of negotiation based on the bargaining event!	C4 (analyze)
	2. What are the things that need to be considered in negotiating?	C4 (analyze)

	3. Based on your understanding of the negotiation event, explain the features or characteristics of the negotiating text?	C4 (analyze)
Teaching Module (2) SMA Negeri 1 Bae Kudus	1. Negotiation is related to bargaining events. What is the relationship of negotiation in bargaining activities?	C4 (analyze)
	2. Describe the executors of bargaining that you encounter in everyday life	C4 (analyze)
	3. What form of agreement is created from the negotiation process?	C4 (analyze)
Teaching Module (3) SMA Negeri 4 Palembang	1. Recall the bargaining process that occurs in the social environment. Explain the meaning of negotiation based on the bargaining event!	C4 (analyze)
	2. What are the benefits that you get after reading the negotiating text?	C4 (analyze)
	3. Describe the features or characteristics of the negotiating text?	C4 (analyze)

Reconstruction of the cognitive level is needed to encourage students' critical thinking skills. Questions before being reconstructed in the diagnostic assessment of teaching modules were dominated by the application of cognitive levels C1 (remembering) and C2 (understanding) or in the LOTS ( *Lower Order Thinking Skills* ) category.

## Conclusion

A diagnostic assessment is carried out to determine students' weaknesses at the beginning of learning. Diagnostic assessment instruments must be prepared with appropriate criteria and meet the components of conformity with learning objectives, learning content, and the cognitive level of student development. Based on the results of the analysis of the diagnostic assessment of the teaching modules for SMA Negeri 2 Ungaran, SMA Negeri 1 Bae Kudus, and SMA Negeri 4 Palembang in the learning objectives component, it can be concluded that two of the three teaching modules have positions that are in accordance with the formulated learning objectives. The two teaching modules are the negotiating text teaching module for SMA Negeri 4 Palembang and SMA Negeri 2 Ungaran. Analysis of the components of learning content can be concluded that in the teaching module the negotiating text of SMA Negeri 1 Bae Kudus is in the form of subjective questions that involve students' subjective answers based on personal experience. This question does not refer to the benchmarks for assessing students' ability to negotiate text. Based on the results of the cognitive level analysis on the diagnostic questions contained in the three teaching modules, it can be concluded that the questions use the C1 (remembering), C2 (understanding), and C4 (analyzing) levels. The questions for the diagnostic text in the three teaching modules still all apply the *Low Order Thinking Skills* (LOTS) level.

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