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**RELIABILITY AND CONSTRUCT VALIDITY OF
PRIMARY SCHOOL READINESS INSTRUMENT:
PRE-ELIMINARY STUDY ON ISLAMIC
KINDERGARTEN, INDONESIA**

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**Presented for: 10th Japan Muslim Researcher's Interdisciplinary
Symposium (JMRIS-2018)**

INTRODUCTION

Indonesian Government Regulation No. 17 of 2010 on Implementation of Education, states that the acceptance of students of grade 1 (one) primary school are not based on reading, writing and counting test



The faced problems are:

1. many of the primary schools in Indonesia apply entrance tests
2. The curriculum of the 1st grade in primary school requires the children to be able to read, write and account
3. The instrument of school readiness more focused on the cognitive dimension only

Implementation of the school readiness assessment for children who will attend primary school in Indonesia is often make a debate.

INTRODUCTION

Based on the the result of teacher and parents FGD, there was a specific dimension in the concept of primary school readiness in Indonesia, namely moral and religion values.

The purpose of this study was to measure construct validity of the primary school readiness instrument in Islamic Kindergarten, Bandung, West Java, Indonesia.

Research
Objective

SCHOOL READINESS CONCEPTS

Meisels incorporated within the Centre National Child Development and Learning (1998)

school readiness as motivation, emotional, physical and intellectual capacities of children that will bring success in a learning situation.

Puchalla & Muhajarine (2010)

The definition of school readiness can be different in each country or region in the world depends on the social context and time. Thus the value of the local context could determine the things that determine school readiness in a place or a country.

Regulation on Indonesian Minister of Education indonesia No. 137/ 2014

Cognitive, physical-motoric development, social-emotional, language development , Moral & Religion value and Art

METHODS

Step 1

- Adapt the school readiness instrument from The Early Development Instrument (EDI) developed by Janus & Offord (2000, 2007) and school readiness measurement tool developed by Kertapati (2009)

Step 2

- Researchers add the dimension of moral and religion based on : the results from interview and teachers FGD and adjusted by Permendikbud No.137/2014

Step 3

- Validation of the content is done through professional judgment to the experts of Educational Psychology and Child Development at the Faculty of Psychology, University of Padjadjaran, Indonesia

Step 4

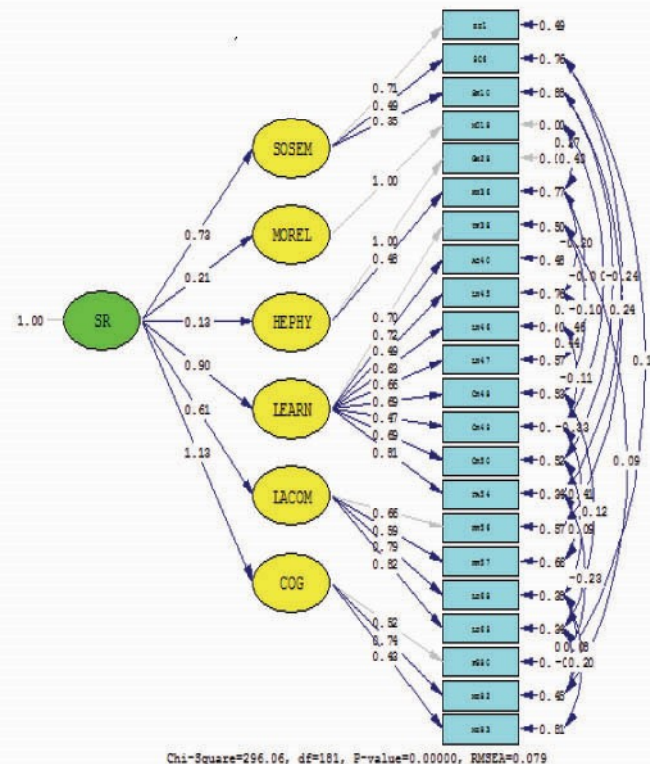
- The instrument then distributed to the respondents in the village of Bandung, area West Java, Indonesia. There were 10 Islamic kindergarten teachers participated in charging the test for 107 pre-school aged 5-6 years. The data obtained then tested reliability using Cronbach alpha-approach and construct validity using Confirmatory Factor Analysis with LISREL Programs.

Test Reliability

The approach estimates used in this study is the internal consistency reliability Cronbach alpha.

RESULT

The results from Confirmatory Faktor Analysis (CFA) are as illustrated by the graph below:



After analyzing the items of school readiness instrument using Confirmatory Factor Analysis noted that from 83 items, only 29 items are valid. It means the items accurate to measure primary school readiness

Test Reliability

The approach estimates used in this study is the internal consistency reliability Cronbach alpha produce a score $\alpha = 0.899$. This coefficient shows that school readiness instrument has good reliability and trustworthy for measuring primary school readiness of children.

DISCUSSION

The
Dimensions
of primary
School
Readiness
Instrument
for Pre-
School
Children

DIMENSION	SUB DIMENSION
Social-emotional	Emotional Development Self Concept Social Competence
Moral & Religion	Religiosity Morality
Health & Physical Development	Motor Skill Development General Health & Development Vision & Hearing Ability to Sustain Attention
Approaches to Learning	Task persistence Ability to follow direction Eagerness to learn new things Creativity
Language	Eagerness to learn new things Recognizing the printed word Word reading Vocabulary Reading comprehension Emergent Literacy Language Development
Cognition & General Knowledge	Conceptual understanding of number Conceptual understanding of mathematical operations Conceptual understanding of shapes Process of Problem solving Ability to make inferences

CONCLUSION

- Outcomes of this study is the primary school readiness instruments that can be used in the process of assessment of school readiness for children of pre-school age. This instrument has been through validation of the content in the process of professional judgment and cognitive debriefing. Construct validity of this instrument analyzed by CFA. The results of try out on pre-school children age 5-6 years old, in Jelesong Bandung gets results-Cronbach alpha coefficients for 0.899 which showed that the instrument is feasible to measure primary school readiness.

SUGGESTION

- This instrument can be used as a basis for evaluating the development or potential of children who will enter the primary school, but should not be made a decision to accept or reject children to a certain primary school. because all those who are 7 years old and above are entitled to basic education

CLOSING

