



# Analysis of the Quality of Akidah Akhlak Exam Questions at TPQ/TQA

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## Abstract

This study aims to provide an overview of the analysis of the quality of the Akidah-Akhlak subject exam questions for the odd semester of Grade IV TPQ/TQA in Padang City for the 2023/2024 academic year, viewed from the aspects of item validity, reliability, discriminating power, and difficulty level. The research is descriptive in nature with a quantitative approach. The sample consisted of 31 students from two TPQs in Padang City, namely TPQ Baiturrahmah and TPQ Ikhwanusshafa. The type of data used was secondary data, including documents, previous research results, and online sources. The collected data were processed using Microsoft Excel. The results of the study show that, based on item validity, 30 questions (60%) were declared valid, while 20 questions (40%) were declared invalid. In terms of reliability, the 50 multiple-choice questions of the odd-semester Akidah-Akhlak exam for Grade IV TPQ/TQA in Padang City for the 2023/2024 academic year had a very high reliability coefficient of 0.863. Regarding discriminating power, four questions (8%) had negative or very poor discriminating power, 24 questions (48%) were classified as poor, 14 questions (28%) were classified as fair, eight questions (16%) were classified as good, and no questions were classified as very good. In terms of difficulty level, 31 questions (62%) were categorized as easy, 19 questions (38%) as moderate, and none were categorized as difficult. This study also highlights the need for institutional strengthening programs by formulating madrasah policies that are appropriate to the specific context and conditions of each madrasah, while remaining aligned with the institution's primary mission.

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## INTRODUCTION

Regulation of the Ministry of Religious Affairs No. 90 of 2020 concerning TPQ assessment states that educational assessment in Qur'anic education units is conducted by educators, the educational institution itself, supervising institutions, and the government. This assessment is carried out continuously with the aim of monitoring the learning process and progress of students. Furthermore, Government Regulation (PP) No. 19 of 2005 regarding the National Education Standards stipulates that the evaluation of learning outcomes is conducted through the assessment of student performance, which aims to monitor the process, progress, and improvement of learning outcomes, as well as to measure the achievement of student competencies, serving as a basis for compiling reports on learning progress to improve the teaching and learning process (Warsah & Habibullah, 2022). One of the tools that can be used to facilitate the assessment of learning outcomes is a test (Maiziani, 2016; Rahmawati et al., 2022; Rerung et al., 2017).

Tests need to be conducted in order to measure the abilities or skills of students as expected (Abdullah, 2017; Hidayati et al., 2021; Kuswoyo et al., 2023). A test consists of questions that must be answered or tasks that must be performed, requiring the testee to respond to the questions or carry out the tasks, after which the evaluator draws conclusions by comparing the responses with established standards. Thus, a test can be described as an instrument or systematic tool composed of a set of questions or tasks designed to measure student learning outcomes (Achmad et al., 2022; Akmalia et al., 2023; Iskandar, 2013; Kaka et al., 2024).

The design of a test greatly influences the quality of its items. The analysis of item quality involves both qualitative review and quantitative analysis of empirical data from trial results (Budiman & Jailani, 2014; Munadi, 2011; Purnama & Alfarisa, 2020). Qualitative analysis emphasizes the evaluation of three aspects: content, construction, and language (Arif, 2016; Idrus, 2019; Kurnia et al., 2022). However, in this discussion, the focus is specifically on explaining the quantitative analysis of test items.

Based on Government Regulation No. 55 of 2007 concerning Religious Education, Article 3, Paragraph 1, as mentioned above, this has been further implemented through the Regional Regulation of Padang City No. 6 of 2003 regarding Qur'an Literacy for Elementary and Madrasah Ibtidaiyah Students. Elementary school students (SD) in Padang City who wish to enter junior high school (SMP) are required to possess a Qur'an literacy certificate issued by Madrasah Ibtidaiyah or TPQ. To obtain this certificate, SD students must participate in TPQ or MDTA education for a minimum of one year. This policy aligns with the Regional Regulation (Perda) No. 6 of 2003 on Qur'an literacy for elementary and Madrasah Ibtidaiyah students, issued by the Padang City Government (Fauji et al., 2021; Hakim, 2014; Rosyid, 2022).

According to the Decree of the Ministry of Religious Affairs No. 90 of 2020, the Qur'anic Education Park, hereafter referred to as TPQ, is a form of non-formal Islamic religious education designed for students aged 7 to 12 years. The objective of TPQ is to enable students to read, write, memorize, and practice the teachings of the Qur'an (Anwar, 2021; Dewi et al., 2022).

The Qur'anic Education Park (TPQ) is a non-formal Islamic religious institution whose main subjects include the Qur'an, Islamic knowledge, memorization of prayers, worship practices, and dawn (subuh) education. Islamic knowledge instruction at TPQ consists of Akidah-Akhlak, Tajwid, Fiqh, and Islamic history.

Regarding the teaching of Islamic knowledge, students are given exams twice a year or once per semester. The exam questions provided to students originate from the Padang City BKS, and since the exams were first administered in 2013, no evaluation of question quality has ever been conducted over the past ten years.

Based on this background, the researcher is motivated to conduct a study on the quality analysis of the odd-semester exam questions for the Akidah-Akhlak subject for Grade IV TPQ/TQA in Padang City for the 2023/2024 academic year. The study focuses on two TPQs, namely TPQ Baiturrahmah in the Padang Barat subdistrict and TPQ Ikhwanusshafa in the Padang Utara subdistrict. Both TPQs hold an A accreditation status, are located in the city center, and have a large number of students. TPQ Baiturrahmah has the largest student population in Padang Barat, while TPQ Ikhwanusshafa is among the TPQs with the highest number of students in Padang Utara.

## METHODS

This study is a descriptive research, which aims solely to describe the phenomena, conditions, or events occurring within a specific field, area, or context. The collected data are classified, and once complete, conclusions are drawn (Amin, 2017; Gustiwan et al., 2021; Rohman, 2017). One type of descriptive research is content or document analysis, which is intended to collect and analyze official documents whose validity is guaranteed (Panjaitan, 2022; Wadud & Efriady, 2015).

The data used in this study consist of the odd-semester final exam questions for the Akidah-Akhlak subject for Grade IV at TPQ Baiturrahmah in the Padang Barat subdistrict and TPQ Ikhwanusshafa in the Padang Utara subdistrict, prepared by the Padang City BKS for the 2023/2024 academic year, along with students' answer sheets and answer keys. The collected data were processed manually using Microsoft Excel. This procedure was conducted to determine the quality of the odd-semester final exam questions for the Akidah-Akhlak subject for Grade IV TPQ students in Padang City for the 2023/2024 academic year, viewed from the aspects of validity, reliability, discriminating power, and difficulty level.

## RESULTS AND DISCUSSION

The validity of the test items was examined using Microsoft Excel. The results of the validity calculations were then compared with the critical value ( $r$  table) at a 5% significance level. A total of 31 students participated in the exam. At a 5% significance level and with  $n = 31$ , the  $r$  table value is 0.355. If  $r$  table  $<$   $r$  calculated, the item is considered valid; conversely, if  $r$  table  $>$   $r$  calculated, the item is considered invalid. Based on the analysis, 30 items, or 60%, were declared valid, while 20 items, or 40%, were declared invalid. The following is a detailed breakdown of the items based on

**Table 1. Distribution of Odd-Semester Final Exam Questions for the Akidah-Akhlak Subject, Grade IV TPQ/TQA Padang City, Academic Year 2023/2024 Based on the Validity Index**

No	Validity	Item Numbers	Total	Percentage
1	0.355 (Valid)	2, 4, 7, 8, 15, 16, 17, 18, 20, 21, 23, 24, 28, 29, 32, 33, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 49, 50	30	60%

No	Validity	Item Numbers	Total	Percentage
2	0.355 (Invalid)	1, 3, 5, 6, 9, 10, 11, 12, 13, 14, 19, 22, 25, 26, 27, 30, 31, 34, 35, 48	20	40%

**Figure 1. Diagram of Odd-Semester Final Exam Items for the Akidah-Akhlak Subject, Grade IV TPQ/TQA Padang City, Academic Year 2023/2024 Based on Validity**



Based on calculations using Microsoft Excel, it was found that the 50 multiple-choice questions had a reliability coefficient of 0.863. Therefore, it can be concluded that the odd-semester final exam questions for the Akidah-Akhlak subject for Grade IV TPQ/TQA in Padang City for the 2023/2024 academic year have a high level of reliability.

Furthermore, the analysis of item discriminating power, also conducted using Excel, showed that four items (8%) had very poor discriminating power, 24 items (48%) were classified as poor, 14 items (28%) were classified as fair, eight items (16%) were classified as good, and none of the items were classified as very good. The following section provides a detailed breakdown of the items based on discriminating power.

**Table 2. Distribution of Odd-Semester Final Exam Questions for the Akidah-Akhlak Subject, Grade IV TPQ/TQA Padang City, Academic Year 2023/2024 Based on Discriminating Power Index**

No	Discriminating Power	Item Numbers	Total	Percentage
1	0.00–0.20 (Poor)	1, 5, 8, 11, 13, 14, 17, 19, 23, 27, 28, 30, 31, 32, 33, 34, 36, 40, 42, 43, 46, 48, 49, 50	24	44%
2	0.21–0.40 (Fair)	4, 6, 9, 16, 20, 21, 24, 26, 29, 35, 41, 44, 45, 47	14	28%
3	0.41–0.70 (Good)	2, 7, 12, 15, 18, 37, 38, 39	8	16%
4	0.71–1.00 (Very Good)	—	0	0%

No	Discriminating Power	Item Numbers	Total	Percentage
5	Negative or Not Good	3, 10, 22, 25	4	8%

Figure 2. Diagram of Odd-Semester Final Exam Items for the Akidah-Akhlak Subject, Grade IV TPQ/TQA Padang City, Academic Year 2023/2024 Based on Discriminating Power



Based on the calculations, 31 items, or 62%, were classified as easy, while 19 items, or 38%, were classified as moderate. There were no items classified as difficult. The following section provides a detailed breakdown of the multiple-choice items based on their level or difficulty index.

**Table 3. Distribution of Odd-Semester Final Exam Questions for the Akidah-Akhlak Subject, Grade IV TPQ/TQA Padang City, Academic Year 2023/2024 Based on Difficulty Index**

No	Difficulty Index	Item Numbers	Total	Percentage
1	0.00–0.30 (Difficult)	–	0	0%
2	0.31–0.70 (Moderate)	3, 4, 6, 7, 9, 12, 15, 18, 21, 23, 25, 26, 31, 34, 35, 38, 39, 41, 44	19	38%
3	0.71–1.00 (Easy)	1, 2, 5, 8, 10, 11, 13, 14, 16, 17, 19, 20, 22, 24, 27, 28, 29, 30, 32, 33, 36, 37, 40, 42, 43, 45, 46, 47, 48, 49, 50	31	62%

Figure 3. Diagram of Odd-Semester Final Exam Items for the Akidah-Akhlak Subject, Grade IV TPQ/TQA Padang City, Academic Year 2023/2024 Based on Difficulty Level



## CONCLUSION

This study produced four main conclusions. First, in terms of validity, 30 items (60%) were declared valid, while 20 items (40%) were considered invalid. Second, in terms of reliability, the 50 multiple-choice items had a reliability coefficient of 0.863, indicating a very high level of reliability. Third, in terms of difficulty level, 31 items (62%) were classified as easy, 19 items (38%) were classified as moderate, and none of the items were classified as difficult. Fourth, in terms of discriminating power, four items (8%) were classified as very poor, 24 items (48%) as poor, 14 items (28%) as fair, eight items (16%) as good, and none of the items were classified as very good.

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