


Validating Civic Education Assessment Instruments for Indonesian Fourth Graders: A Case from Jakarta

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Abstract

This study aims to analyze the learning achievements of fourth-grade students in Civic Education at Pondok Kelapa 03 Pagi Public Elementary School. Employing a descriptive quantitative design, data were collected using test and non-test instruments, including observations, interviews, and questionnaires. The results show that the non-test instrument demonstrates higher validity (100%) than the test instrument, which achieves only 40% validity. Nevertheless, both instruments exhibit strong reliability, with a Cronbach's Alpha value of 0.824. These findings highlight the limited availability of validated Civic Education assessment tools at the primary school level in Indonesia, underscoring the need for more rigorous instrument development in Civic Education learning. Difficulty-level analysis reveals that most test items are classified as difficult, while non-test items fall into the easy category. The average student score of 89.3 indicates satisfactory learning achievement, although several students still struggle with topics related to conflict resolution in family and community settings. The study concludes that teachers should enhance the quality and diversity of assessment instruments to better match students' comprehension levels. Furthermore, integrating contextual learning strategies is recommended to increase the relevance and engagement of Civic Education, ultimately strengthening students' understanding of civic responsibilities and social interactions in everyday life.

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Introduction

Education is a fundamental pillar in shaping a smart, well-mannered generation capable of facing the challenges of the times (Oladimeji, 2023). The rapid development of science and technology demands that education plays an active role in preparing human resources who are not only intelligent but also possess strong character and integrity (Budiarto et al., 2024). Therefore, the role of education becomes increasingly important in creating a generation that is ready to adapt while upholding national values (Ahmad et al., 2023).

One of the subjects that holds a strategic role in shaping students' character and personality is Civic Education (Nurdin, 2015). Civic Education is designed to introduce students to their roles and responsibilities as citizens in a democratic society (Dahlgren, 2013). It does not merely provide knowledge but also develops awareness and sensitivity toward the surrounding social environment. Civic Education not only teaches knowledge about rights and obligations as citizens but also instills noble values such as responsibility, tolerance, justice, and love for the homeland. These values are essential in building a generation that can contribute positively to society and the nation (Elsayed, 2024). By understanding these values early, students are expected to grow into individuals who uphold ethics and morality in everyday life (Johansson et al., 2011).

Therefore, Civic Education learning at the elementary school level serves as an important foundation in the formation of students' attitudes and behaviors as future responsible citizens (Istiqomah et al., 2023; Novianti et al., 2023; Nurliana et al., 2023). Through structured learning, students begin to comprehend civic concepts systematically and gradually apply them in social interactions.

Students' learning outcomes in the Civic Education subject serve as an indicator of the success of the educational process at school. Learning outcomes reflect not only the cognitive mastery of the material but also the affective and psychomotor aspects demonstrated in daily behavior (Maharani et al., 2025). The success of Civic Education is evident when students are able to apply national values in various aspects of life (Balogun & Yusuf, 2019). However, what current citations lack is a clear theoretical grounding for instance, using constructivism or value education frameworks to explain how identity formation translates into measurable civic learning outcomes.

To address this, we strengthen the linkage between identity education and civic learning achievement through two well-established theoretical lenses: (1) Banks's Multicultural Citizenship framework: James A. Banks argues that effective citizenship education equips students to engage respectfully with cultural diversity while reinforcing shared democratic values. His model emphasizes inclusion, equity, and recognition of plural identities, enabling students' evolving sense of belonging to contribute directly to civic learning outcomes. (2) Kohlberg's Theory of Moral Development: Kohlberg explains how children progress through stages of moral

reasoning from obedience-based pre-conventional stages to principled, justice-oriented post-conventional reasoning. Research on grade IV students shows that most are in the pre-conventional stage, where behavior is motivated by avoiding punishment rather than internalized moral values.

By integrating Banks and Kohlberg, we can interpret Civic Education outcomes through both identity and moral development. For example, when identity education fosters students' recognition of plural identities and inclusive belonging (Banks), and moral development activities move students beyond obedience toward principled reasoning (Kohlberg), we can expect deeper learning outcomes: affective empathy, civic responsibility, and internalized national values not only cognitive mastery.

In this context, it is important to understand the level of Civic Education learning achievement among students, especially at the fourth-grade level of elementary school. This stage is crucial because it marks the beginning of a deeper understanding of civic duties, responsibilities, and the development of national identity and character among young learners (Aulia et al., 2024; Fauziah et al., 2023; Hartomo et al., 2024; Sukmawati et al., 2021).

Pondok Kelapa 03 Public Elementary School is one of the public elementary schools located in the Jakarta area and is committed to improving the quality of education, including in the Civic Education subject. However, several challenges are still encountered in the implementation process, such as limited student motivation, inadequate learning media, and varying academic abilities among students.

These obstacles can hinder the effectiveness of Civic Education learning, which ideally should foster students' awareness of their rights and responsibilities as citizens. Therefore, it is necessary to explore innovative teaching strategies, improve teacher competence, and provide adequate learning resources to ensure that Civic Education is delivered effectively and meaningfully at the elementary level. (Saputri et al., 2024; Sukmawati et al., 2022).

Based on this background, this article aims to examine in depth the Civic Education learning outcomes of fourth-grade students at Pondok Kelapa 03 Public Elementary School. This study also seeks to identify factors influencing success and challenges in Civic Education learning, as well as providing strategic recommendations for teachers and schools. The ultimate goal is to enhance the effectiveness of Civic Education so that it fosters not only academic achievement but also character development and a strong sense of nationalism. In doing so, this research is expected to contribute to the development of more responsive and contextual Civic Education practices that align with students' needs, socio-cultural backgrounds, and the demands of 21st-century education. (Muthi'ah et al., 2023; Sukmawati, 2021, 2023; Sulistiani et al., 2024).

Method

This study applied a descriptive quantitative approach aimed at describing and identifying the learning outcomes of fourth-grade students in the Civic Education subject at Pondok Kelapa 03 Public Elementary School. The quantitative approach was chosen because this research focuses on numerical data that can be measured and analyzed statistically, allowing the research results to be generalized within a certain context. Data were collected using objective tests to measure student learning outcomes, supported by documentation and observations to provide additional context and support the findings. The sample consisted of all fourth-grade students, selected using total sampling to ensure representation. The results of the analysis were interpreted to draw conclusions about the level of student achievement and the influencing factors in Civic Education learning. (Ifdaniyah et al., 2024; Wati Sukmawati et al., 2023). The research design is non-experimental, in which data were collected directly through a learning outcomes test given to all fourth-grade students. The instruments used consisted of multiple-choice and short-answer questions, which were developed based on the indicators of Basic Competencies (KD) in the Civic Education curriculum. The test items were validated by education experts to ensure content validity and reliability, making sure they accurately measure students' understanding of the material. Before the main data collection, the instruments were also pilot-tested on a limited sample to check clarity and difficulty levels. The final version of the test was administered under standardized conditions to ensure fairness and consistency in the assessment process. (Fitria & Sukmawati, 2022; Kusnadi et al., 2023; Sukmawati, 2020). The data from this test were used to assess the extent to which students had met the Minimum Competency Criteria (KKM) set by the school. All fourth-grade students at Pondok Kelapa 03 Public Elementary School formed the population of this study, and a total sampling technique was used because the number of students was not large and all could be reached. Data analysis was carried out using descriptive statistics, by calculating the average score, mastery percentage, and score distribution of students. In addition, the results were categorized based on achievement levels (e.g., very good, good, sufficient, and insufficient) to provide a clearer picture of student performance. This categorization helped identify not only overall trends but also specific areas where students excelled or struggled. The findings were then interpreted to draw conclusions and formulate recommendations for improving the learning process in Civic Education. (A. Fitria et al., 2024; Izzati et al., 2024; Wahjusaputri et al., 2024). With this approach, the researchers hope to obtain an accurate and objective picture of students' learning achievements and to identify the material that still needs improvement. The results of this study are expected to serve as a basis for evaluating and improving future Civic Education learning strategies.

Results and Discussion

Results

This study aimed to identify the learning outcomes of fourth-grade students in Civic Education. The research focused on evaluating student performance at Pondok Kelapa 03 Public Elementary School through an analysis of test and non-test instruments based on validity, reliability, and item difficulty level. The study was conducted to obtain a comprehensive understanding of how well students grasp the concepts taught in Civic Education and to assess the effectiveness of the evaluation tools used by teachers.

By analyzing both the content and structure of the instruments, this study aimed to ensure that the tools effectively measure the targeted learning objectives. Furthermore, the insights gained from this evaluation are expected to support the development of more accurate and fair assessment practices, ultimately contributing to the improvement of Civic Education learning quality. By analyzing both test instruments (such as multiple-choice and essay questions) and non-test instruments (such as observations and performance assessments), the study sought to ensure that the evaluation process truly reflects students' knowledge, attitudes, and skills. Furthermore, aspects of validity were examined to determine whether the instruments accurately measured what they were intended to measure. Reliability analysis was carried out to see the consistency of the instruments over time and across different contexts. The level of item difficulty was also analyzed to find out whether the questions were too easy, too difficult, or appropriately challenging for the students. The findings of this study are expected to provide meaningful insights for teachers to improve the assessment process and better support student learning in Civic Education.

The validity test was conducted on 10 items for each instrument. The analysis results show that for the test instrument, only 4 out of 10 questions (40%) were declared valid based on correlation (r) values that met the criteria. Meanwhile, the remaining 6 questions

(60%) were invalid because the calculated r value was lower than the specified r table value. For the nontest instrument, better results were obtained. All questions were declared valid. These findings indicate that the test instrument still requires improvement in order to ensure that each question accurately measures what it is intended to assess. The low validity of the majority of test items may lead to misinterpretation of students' actual understanding and abilities in the subject. On the other hand, the excellent validity results for the non-test instrument suggest that the observational or performance-based measures used were effective in capturing the intended learning outcomes.

This gap in validity between test and non-test instruments may be influenced by factors such as question formulation, student familiarity with assessment formats, and alignment with learning objectives.

This highlights the importance of carefully designing both types of assessment instruments and validating them prior to use in order to produce reliable and accurate data in evaluating student performance.

Table 1. Comparison of Pre-Test and Post-Test Scores

Type of Instrument	Number of Valid Items	Number of Invalid Items
Test	4	6
Non-Test	10	0

The reliability test using the Cronbach's Alpha formula showed the same value for both instruments, which was 0,824, categorized as high. This indicates that both the test and nontest instruments have excellent internal consistency and are appropriate to be used as learning outcome measurement tools. A high Cronbach's Alpha value reflects that the items within each instrument are consistently measuring the same construct, which in this case relates to students' understanding and performance in Civic Education. This level of reliability ensures that the results obtained from these instruments are dependable and reproducible, thereby minimizing the possibility of measurement errors. Furthermore, the consistency across both types of instruments also demonstrates the careful design and construction of the questions or tasks included. Teachers and researchers can therefore be confident in using these tools to assess students' knowledge, attitudes, and skills in a valid and trustworthy manner. Nonetheless, it remains important to regularly re-evaluate reliability over time to ensure the instruments continue to function consistently as the curriculum and student characteristics evolve. The high reliability score is a strong indication that the instruments are effective for educational evaluation purposes.

Table 2. Instrument Reliability Values

Type of Instrument	Reliability Value
Test	0,824
Non-Test	0,824

The difficulty level of the items was analyzed to assess how well students were able to answer correctly. In the test instrument, all items had difficulty level (TK) values ranging from 0,021 to 0,096, which fall into the difficult category (Febianti et al., 2024; Ramadhani et al., 2022; Wahjusaputri et al., 2022). On the other hand, in the non-test instrument, the difficulty levels ranged from 0,785 to 0,953. A total of 9 questions (90%) fell into the easy category, and 1 question (10%) into the moderate category. These results indicate a significant contrast between the two types of instruments in terms of student performance.

The extremely low TK values in the test instrument suggest that the questions may have been too challenging for the students, potentially due to complex wording, unfamiliar material, or a mismatch between the questions and the students' level of understanding. This can hinder accurate measurement of students' abilities and may require revision of the items to ensure better

alignment with the curriculum. In this context, conducting item analysis regularly becomes essential to ensure that question of difficulty remains aligned with instructional goals and student preparedness. Conversely, the high TK values in the non-test instrument indicate that students found the tasks much easier, likely because they were more familiar with the formats or the tasks were more practically oriented. The presence of one moderately difficult item also shows a slight variation in challenge, which can be beneficial for distinguishing different levels of student performance. Overall, analyzing the difficulty level helps educators evaluate whether the assessment tools are appropriate and balanced for measuring learning outcomes effectively.

Table 3. Question Difficulty Categories

Type of Instrument	Difficult Category	Moderate Category	Easy Category
Test	10 Questions	0 Questions	0 Questions
Non-Test	0 Questions	1 Question	9 Questions

Data Interpretation

The findings from this quantitative analysis show that more non-test questions were valid and easier for the students to answer. Test questions need to be improved, particularly in terms of validity and excessively high difficulty levels. The high reliability of both instruments proves that the measurement tools are already consistent, but still need refinement in terms of item content. These results highlight the need for a balanced assessment approach that includes both valid and appropriately challenging items to better reflect students' actual learning outcomes. Although reliability was achieved, the quality of the individual questions, especially in the test instrument, requires further attention to ensure they align with students' cognitive levels and learning experiences. Teachers and educational practitioners must ensure that assessment instruments are not only statistically reliable but also pedagogically sound and fair. Improving the test items by simplifying language, aligning with curriculum goals, and adjusting difficulty levels could lead to more accurate assessments. Meanwhile, the success of the non-test instrument suggests that alternative forms of assessment such as performance tasks, observations, or portfolios can effectively capture student understanding when designed thoughtfully. Ultimately, this analysis serves as a foundation for enhancing assessment practices to support more effective teaching and meaningful learning.

Discussion

Each indicator, such as responding to differences, maintaining harmony, respecting religious differences, and cooperating in diversity, has been represented. Based on the high scores and questionnaire results, it can be concluded that the learning indicators have been well achieved. Challenges Encountered: there are still students who answered certain questions incorrectly, for example, question number 2 and 4. This means that in certain areas, such as resolving differences within the family or community, value reinforcement and direct practice simulations are still needed. The high average score (89,3) indicates that the learning was effective, although some students still require guidance in specific aspects. Remedial or reinforcement learning is necessary, especially for students with scores below 85 and for indicator questions whose success rate is still low (Putri et al., 2024; Sukmawati et al., 2021a; Sukmawati et al., 2024).

These findings suggest that while the overall learning objectives have been met, a differentiated approach is needed to address the individual needs of students who are struggling with specific competencies. Teachers should consider implementing more interactive and contextual learning strategies to reinforce concepts such as conflict resolution and social harmony. Providing opportunities for group discussions, role-playing, and real-life problem-solving exercises can help deepen students' understanding and application of civic values. Moreover, continuous monitoring and feedback are important to ensure that all students progress toward mastering the intended learning goals. By addressing these specific challenges, the learning process can become more inclusive and supportive, ultimately enhancing the overall effectiveness of Civic Education instruction.

Conclusion

Based on the research conducted in the fourth grade at Pondok Kelapa 03 Public Elementary School, this study has implications for improving national standards in Civic Education assessment at the primary school level, it can be concluded that the students' learning outcomes in the Civic Education subject have generally shown good achievement, with an average score of 89,3. The nontest instrument proved to be more valid and easier for the students to complete compared to the test instrument, most of which were too difficult and lacked validity. Although the reliability of both instruments was very high (0,824), improvements are needed in the quality of the test items, particularly in terms of validity and difficulty level. Some students still face difficulties in answering questions related to conflict resolution in the family or community, indicating the need for value reinforcement through contextual learning and practice simulations. Overall, Civic Education has been effectively delivered, as reflected in the high average scores and achievement of key indicators such as maintaining harmony, respecting religious differences, and cooperation in diversity. However, targeted efforts

such as remedial teaching, differentiated instruction, and more student-centered strategies are necessary to address the specific areas where student understanding is still weak. It is important for educators to design more balanced, accessible, and meaningful assessments that align with students' cognitive levels and real-life experiences. Learning has successfully instilled civic values, but improvements in certain areas are still necessary to enhance the effectiveness and equity of learning outcomes. By doing so, the effectiveness of Civic Education can be further enhanced to support the development of responsible, tolerant, and socially aware citizens from an early age.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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