

PREDICTING THE QUALITY OF PERCEPTION ASSESSMENT INSTRUMENTS FOR PROSPECTIVE ELEMENTARY SCHOOL TEACHERS ON THE CULTURALLY RESPONSIVE TEACHING APPROACH

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ABSTRACT

This study aims to analyze the validity and reliability of a series of instruments to assess students' perceptions of the lecture approach in the form of Culturally Responsive Teaching. The quantitative method with a survey research design was carried out by purposive sampling of all 6th-semester students from various cross-cultural and regional areas in Indonesia. The research subjects totaled 238 people. The non-test instrument consists of 23 items which are grouped into three components. Content validity was carried out by focus group discussions involving experts in the fields of learning strategies, psychology, education, and culture. Construct validity is formed in the form of three components, each of which has a p-value which is included in the fit category. In addition, the reliability calculated using Cronbach's Alpha was obtained at 0.946 for all items.

Kata Kunci: validity, reliability, primary teacher education (PGSD) students, culturally responsive teaching.