

# **COGNITIVE TEST INSTRUMENT DEVELOPMENT TO IMPROVE THE QUALITY OF ASSESSMENT IN CULINARY E EDUCATION PROGRAM**

**by Endang Mulyatiningsih, Prihastuti E, Wika Rinawati, Sugijono**

## **ABSTRACT**

This study aims to: (1) examine the theoretical and empirical items of the Final Semester Exam question sets for students of the Food Engineering Education Study Program, (2) find out the distribution of levels of thinking of LOTs, MOTs and HOTs of cognitive learning evaluation instruments of the Semester Final Exam questions in the study program Food Engineering Education.

This study uses a question development research model adopted from the educational assessment center. The population in this study is the document questions and answers that have been conducted in odd semester and even semester in the 2018/2019 academic year. Data collection using item study sheets and item analysis using the ANATES program to determine the reliability, difficulty level, distinguishing features and biserial point correlations for the validity level of the items.

The results of theoretical study of essay questions found that 2 questions were not in accordance with the indicators, 2 questions in the form gave rise to a double meaning and the expected answers were unclear and 1 essay question did not require unraveling answers but only short answers. The results of the theoretical study of multiple choice questions found 5 items leading to correct answers, 2 items had answer options that were not the same length, 2 items had very homogeneous answer options. The questions are in accordance with the indicators and do not contain double negative statements. The results of empirical study of most of the questions are in the easy category so the differentiating power is low. The distribution of cognitive levels about 2018/2019 academic year essays consists of 16 LOTs levels, 23 MOTs level items and 45 HOTs items.

**Kata Kunci:** *Quality items, theoretical studies and empirical studies*