

WHAT ARE THE CHARACTERISTICS OF A GOOD ASSESSMENT IN COUNSELING?

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Abstract

Assessment is very important in counseling. Assessment in counseling is an assessment activity carried out by the counselor, as well as the counselee condition which is revealed through the assessment process. Results obtained from assessment be one base used for formulate guidance and counseling programs. The purpose of the assessment is to obtain relevant, objective, and comprehensive data regarding the condition of students. Remember importance a assessment that, moreover used as tool taker decision, of course required good assessment characteristics.

Keywords – Characteristics; Assessment; Counseling

1. Introduction

Assessment is one of the most important and fundamental parts of all activities in counseling. Assessment in counseling is an assessment activity carried out by the counselor, as well as the counselee's condition which is revealed through the assessment process (Lambie & Stickl Haugen, 2021; Permadin & Herdi, 2021) . The process of selecting and using various data collection tools and various sources of information to inform necessary decisions. The results obtained from the assessment become one of the bases used to formulate guidance and counseling programs (Hays, 2017; Yusuf, 2017) . This is done to eradicate the problems that exist in the counselee. Assessment provides benefits in counseling because it can provide information for counselors and counsees so that counselors can understand, provide feedback, make plans and carry out appropriate evaluations (Fitriana et al., 2021; Mahaly, 2021; Safithry, 2018) . The position of the assessment is used as the basis for designing an appropriate guidance program. That is, one thing that is very basic, regardless of the technique used by the counselor in understanding the individual, is essentially to obtain information as material for making decisions (Milner et al., 2003; Tere & Herdi, 2021).

According to (Bager-Charleson & Van Rijn, 2011; Hays, 2017) the purpose of the assessment is to obtain relevant, objective, and comprehensive data regarding the condition of the students as a whole, especially the problems, needs, potential, and environmental carrying capacity needed by students. Assessments carried out by counselors can increase the understanding of guidance and counseling teachers regarding the condition of students and the environment as a whole and relevant. (Lambie & Stickl Haugen, 2021; Safithry, 2018) also explained that through individual understanding, counselors accept students' strengths and weaknesses, are able to provide services according to student needs, and can establish good relationships with students. So, the purpose of the assessment is to obtain data that is in accordance with the real conditions of students to develop potential and alleviate the problems

experienced, so that it can be formulated into services that can meet the needs and can monitor students' abilities. (Asmita & Fitriani, 2022; Permadin & Herdi, 2021; Tere & Herdi, 2021)

Adequate assessment data can be used as the basis for taking appropriate educational actions so that the program created will run according to what has been determined (Hays, 2017) . Without a quality assessment, there will be no comprehensive, quality, and capable guidance and counseling program capable of achieving complete service goals, both in the curative function, let alone the development and prevention function. So an absolute assessment is carried out in guidance and counseling. Given the importance of an assessment in counseling, let alone used as a decision-making tool, it is very necessary to have a good assessment. Therefore, the counselor must know the characteristics (characteristics) of a good assessment in counseling.

2. Method

The research uses a literature review approach by searching, studying and analyzing theoretical references that are relevant to the problems found. The research attempts to review a number of references in the form of books, scientific articles and other documents that discuss the characteristics of a good assessment including: valid, reliable, objective, practical, norms, difficulty, discrimination, and specificity. Literature study is a method used to collect sources or data related to the characteristics of a good assessment in counseling which is used as a research topic.

3. Result and Discussion

Characteristics of a good assessment include:

a. Validity

Validity relates to the extent to which meaningful and appropriate conclusions can be made from the instrument (Hays, 2017) . Validity refers to the extent to which the evidence gathered supports the interpretation of

the test scores proposed for their intended use. A valid assessment is an assessment that accurately measures what it is intended to measure (Yusuf, 2017) . So the word validity if it is associated with the function of the test as a measuring tool, then the test is said to be valid if the test correctly, correctly, can measure what should be measured (Arikunto, 2021) . According to the Standards for Educational and Psychological Testing (Eignor, 2014) the validity of the test must be assessed in terms of the usefulness of the test, such as counseling, selection, or classification. Once the use of the test is clear, the test user must study the evidence for the validity of the test for a particular purpose.

The validity of a test varies depending on the objectives and the target population. Similar to reliability, validity is not a characteristic of the assessment, but rather the meaning of the findings for the sample (Ratanasiripong et al., 2015; Zhao et al., 2020) . There are several types of validity, namely: 1) content validity, content validity refers to the representativeness of the item from the "population" item. Does the item represent the domain of interest, 2) criterion-related validity, 3) construct validity, the construct validity of a test is the extent to which the test may be said to measure a theoretical construct or trait." 4) treatment validity, another type of validity important for counselors and clinicians has been termed treatment validity, If the test results are useful, if they make a difference in the counseling process, then the test could be said to have treatment validity. (Hays, 2017; Yusuf, 2016) .

b. Reliability

Reliability implies that an instrument can be trusted to be used as a data collector because the instrument is already good. A good instrument will not be directing respondents to choose certain answers. The reliability of the assessment tool is the determination or constancy of the tool in assessing what is being assessed (Sudjana, 2010) . That is, whenever the assessment tool is used it will give relatively the same results. The test is said

to be reliable if the current measurement results show similar results at different times for the same student (Yusuf, 2016) .

Instruments that can be trusted, which are reliable, will also produce reliable data (Hidayati et al., 2021; Horita et al., 2021) . If the data is indeed in accordance with reality, then no matter how many times it is taken it will still be the same. This is in line with the opinion (Börkan & nverdi, 2022; Hays, 2017) that reliability refers to the consistency of a measurement, meaning how consistent test scores are from one measurement to another. Meanwhile, Gronlund (1981) stated: "Reliability refers to the consistency of measurement results are from one measurement to another (1981). Anastasi (Yusuf, 2016) reinforces this opinion as follows: "Reliability refers to the consistency of scores obtained by the same person when reexamined with the same test on different occasions, or with different sets of equivalent forms, or under other variable examining conditions"

Thus, reliability refers to the level of reliability of an instrument. Reliable means trustworthy, reliable. The measuring instrument is reliable if the tool in measuring a phenomenon at different times always shows the same results. So a reliable measuring instrument consistently gives the same measurement results.

c. Objectivity

One of the requirements in compiling and implementing an instrument is objectivity. The objective of an instrument or measuring instrument refers to the similarity of scores or diagnoses obtained from the same data if it is carried out by the scorer/score as it is, without being influenced by the subjectivity of the scorer or other factors outside of the available data (Yusuf, 2017) . Alice Crow, describes the problem of objectivity as follows: "The Administrator must follow the exact procedure in administering the tests, scoring responses, and interpreting results. Otherwise, data obtained through its administration by different persons, lacking employing his own method of procedure, are not comparable to these directions must be

understood clearly and without any deviations". This description shows that each test must be constructed with careful consideration. It should be clear what is defined as the answer to the test items with which item form they match. It is necessary to define in advance the procedure for manual answers and how to analyze the results. After that is carried out/determined, a test taker or test maker must follow the established procedures by excluding other considerations that are completely unrelated to the test being made (Asmita & Fitriani, 2022; Ratanasiripong et al., 2015; Yusuf, 2017)

d. Practicality

One of the requirements of a good instrument is practical. (Arikunto, 2021) interprets practicality in educational evaluation as the facilities that exist there are evaluation instruments both in preparing, using, interpreting/obtaining results, convenience in storing them. Practicality is also a measure of whether an evaluation instrument is said to be good or not. Some of the guidelines that can be used as a benchmark for an instrument to be said to be practical are: a. the cost used is not too high, b. easy to administer; c. easy to score, d. Easy to interpret, e. the time used is right and not too long (Milner et al., 2003; Yusuf, 2017).

e. Norm

Assessment is not merely a systematic process to collect evidence (data and information), but also conducts "judgment" of something being assessed. To get information and make the right decisions, a good measuring instrument must have norms as a benchmark. So that it will give the right conclusions, both on the background of the students, the educational process, and the education program.

In making these norms sometimes based on age, level, scores and so on. Norms based on age are called age norms; which is based on the level is called the grade norm (grade norm); and the one based on the score is called the score norm. Tests based on elemental norms, for example various kinds of intelligence tests. In determining whether a child is normal, intelligent or

stupid, it is not the MA but the age (CA). A child whose MA is big is not necessarily intelligent. He has a large MA because the child's age is older than the others (MA = mental-age; CA = calendar-age). Tests based on level norms, such as achievement tests in schools. To determine whether a person is above or below the group, we are based on the average score at that level.

The norms of measuring instruments are determined by the goals to be achieved. In the assessment of learning outcomes, the determination of norms or benchmarks in determining the value of students is very decisive. For this reason, class/group norms can be used and can also be in the form of norms for the desired level of understanding or norms based on criteria (criterion referenced assessment).

f. Difficulty

A good assessment is a question that is not too easy or not too difficult (Yusuf, 2017) . Problems that are too easy do not stimulate students to increase their efforts to solve them. On the other hand, questions that are too difficult will cause students to become desperate and not have the enthusiasm to try again because they are out of reach. Azwar (2006) said that the level of item difficulty is the proportion between the number of test takers who answered the item correctly and the number of test takers. This means that the more test takers who answer the item correctly, the greater the index of difficulty level, which means the easier the item is. On the other hand, the fewer test takers who answer the item correctly, the more difficult the question will be.

The level of difficulty means having a balance between difficult, medium and easy items (Hanifah, 2017) . Fernades (2004), the level of item difficulty is measured by the percentage of students who answer the questions correctly. If the questions are easy, the difficulty index is higher. Sirait (2009) argues that the level of difficulty of an item can be caused by the complexity (complexity) of the subject matter and the conditions of the answer choices provided. In terms of the breadth of questions, the questions

often confuse test takers and alternative answers that are homogeneous or sentence questions are difficult to understand or have multiple meanings for test takers. According to (Hanifah, 2017) , the level of difficulty of the questions is related to the percentage of participants who answered the questions correctly. The easier the item, the bigger the percentage.

Regarding how to give an interpretation (interpretation) of the item difficulty index number (Thorndike et al., 1991) in his book entitled Measurement and Evaluation in Psychology and Education stated as follows:

<u>The magnitude of P</u>	<u>Interpretation</u>
Less than 0.30	Too Difficult
0.30 — 0.70	Enough (Medium)
More than 0.70	Too easy

The difficulty level index is calculated for each question number. In principle, the average score obtained by the testee on the item in question is called the level of difficulty of the item. The difficulty level is the number of testees who answered correctly the items divided by the number of testees who took the test

g. Discrimination

Discrimination power is the ability of questions with scores that can distinguish test takers from the high group and the low group (Hanifah, 2017; Marliani, 2013) . In other words, the higher the discriminatory power of the questions, the more participants from the high group who can answer the questions correctly and the fewer test takers from the low group who can answer the questions correctly. In order to be accepted, the value of D (discrimination: discriminatory questions) is 0.30 or more. Meanwhile, to be stated as quite satisfactory is 0.40 and above. According to Sudijono (2003), the distinguishing power of an item is the ability of a test item for learning outcomes to be able to distinguish or discriminate between a testee with

high ability (clever) and a testee with low ability (stupid) in such a way that most of the testee with high ability to Most of the testees who answered the item answered correctly, while the testees with low ability to answer the item mostly could not answer the item correctly. According to Charles & Richard (Anastasi, 2007) the discriminatory power index measures how well an item distinguishes students' ability levels. The discriminatory power index is worth -1.00 to $+1.00$. The higher the D value of an item, the better the item distinguishes high-ability students from low-ability students.

Based on the opinions that have been stated above, the discriminatory power of questions is the ability of the questions to distinguish groups of high-ability test takers and groups of low-ability test takers. The discriminating power value is expressed through the discriminating power index. The higher or greater the discriminatory power index of the question, the greater the question can distinguish between the high group and the low group.

4. Conclusion

The process of selecting and using various data collection tools and various sources of information to inform necessary decisions. The results obtained from the assessment become one of the bases used to formulate guidance and counseling programs. The purpose of the assessment is to obtain relevant, objective, and comprehensive data regarding the condition of the students as a whole, especially the problems, needs, potentials, and the carrying capacity of the environment needed by students. Adequate assessment data can be used as a basis for taking appropriate educational actions so that the program created will run according to what is set. In assessment counseling is used as a decision-making tool, it is very necessary to have a good assessment. Counselors must understand the characteristics of a good assessment including: validity, reliability, objectivity, practicality, norms, level of difficulty, and discrimination.

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